

Office of the Hunter College Senate

Room 1018 East Building

Phone: 772-4200

TO: Members of the Hunter College Senate
FM: Senate Administrative Committee
RE: Meeting of the Hunter College Senate

WEDNESDAY, 8 October 2014, from 3:30 to 5:25 P.M., Room W714

AGENDA

- 1. Meeting Minutes of March 5th and 26th (attached) and April 23rd (forthcoming)**
- 2. Report by the President**
- 3. Report by the Acting Dean of Arts & Sciences, Prof. Polsky**
Re: Governance in the School of Arts & Sciences
- 4. Election of Senate Officers: Secretary and Evening Council**
- 5. Report by the Administrative Committee**

a) Special Senate Election for Vacant At-large Seats

In accordance with Article IV, 2H i & ii of the *Charter for a Governance of Hunter College*, the Administrative Committee is presenting the names of all nominees received to date:

Students: Tamzeed Rahman (Chemistry)
Brandon Alexander (undeclared)
Christine Hirt (Religion)
Maria Pia Sifuentes Sacramento (Biochemistry)
Katherine Diaz
Stephanie Barragan (Theater)
Pascal Maguin (Biology)
David Ascienzo (Physics & Astronomy)

Faculty: Catherine Raissiguier (Women & Gender Studies Program)

b) Approved Curriculum Changes

The following curriculum changes as listed in the attached Report Part I dated 8 October 2014 have been approved as per Senate resolution and are submitted for the Senate's information. Items: UR-1957 Department of Geography (Change in course titles), UR-1971 Art & Art History (Change in course title and description), UR-1973 Department of Chemistry (Change in course numbering), and GR-1012 Department of Chemistry (Change in course numbers).

- c) **Update on Resolution Establishing the Department of Women and Gender Studies** (attached)
 - d) **Resolution Re: Change in Structure of Senate Curriculum Committees** (attached)
 - e) **Announcement: Election of Ombudsman** (News Bulletin Attached)
 - f) **Election of Committee Chairs**
 - Budget Committee
 - Master Plan Committee
 - Nominating Committee
 - GER Committee
6. **Nominees for CUNY Common Core Committee** (attached)
7. **Old Business**
- a) **Report by the Nominating Committee** (report from 3/5/14)
 - b) **Academic Excellence Fees for Graduate Programs**
 - a) **Departmental Governance Committee**
 - Revised Nursing By-Laws
8. **New Business**

ACERT and Senate invite you to a reception in the Faculty Lounge on October 8th, following the Senate meeting, from 5:30pm-7pm. Please join us to catch up and welcome newcomers.

MINUTES

Meeting of the Hunter College Senate

5 March 2014

- 1 The 559th meeting of the Hunter College Senate was convened at 3:40 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
 6
 7 Alternate Senators were formally seated in accordance with the procedures approved by the
 8 Senate, and clickers were distributed to them.
 9
 10 **Report by the President:** **A summary of President Raab's report is in Appendix II.**
 11
 12
 13 **CUNY Presidential Evaluation Process** **Cheryl Littman, University Director of the Performance Management Process reported on**
 14 **the President's Evaluation.** Below is a summary of what she said:
 15
 16 Below is a statement of what she said:
 17
 18 "I have asked to speak to the Hunter College community without the President being present. It is
 19 not because of the information I am sharing. The President is aware of the information. However,
 20 it is because of the questions that you might have. I wanted you to feel comfortable [asking them].
 21 My name is Cheryl Littman and I am the Director of Performance Management Process (PMP) for
 22 the Central Office. I work in the Office of Academic Affairs. Part of my responsibility is to assist
 23 the Chancellor in conducting presidential evaluations. Let me share the evaluation process overall
 24 but I am going to focus on the component that involves you and me. According to the Board of
 25 Trustees guidelines, the Chancellor evaluates presidents on 3 to 5 year cycles for any CUNY
 26 president who has been here for at least 3 years. President Raab has been through this process
 27 before, last time was in Spring 2009. She will be going through that process again now. I think
 28 everyone in the room already knows that because the process is underway. I am coming to speak
 29 with you after the survey component of the evaluation has opened. However, that does not really
 30 matter because it is still open and there is still an opportunity to participate. I believe everybody
 31 has received an email from President Raab explaining that she will be going through the
 32 evaluation process this year and what to expect. Those of you who are invited to participate have
 33 received an email from Chancellor Kelly with some information about how to access the online
 34 survey and how to participate. The evaluation has 3 main components:
 35
 36 1. Self-Assessment:
 37 President Raab is preparing this right now as part of her evaluation. It is a confidential self-
 38 assessment that will be submitted to the Chancellor and he will share that with the Board of
 39 Trustees.
 40
 41 2. Key Performance Indicators:
 42 These indicators come from the performance management process. The data from that process are
 43 public data so there are no surprises and no confidentiality concerns. It is a set of indicators that
 44 everyone would agree that the Chancellor will be interested such as, graduation rates, teaching,
 45 fund raising, and some other quantitative indicators that are part of Performance Management
 46 Process.
 47
 48 3. Evaluation Survey:
 49 I am here to speak about [this component] to you as I have to various members of the Hunter
 50 College community.
 51

First, I work with the president's office to identify groups or parts of the community that should participate in this process. We go through a negotiation process on which groups should participate and the Chancellor weighs in on which groups he would like hear from. Primarily, we use a common set of groups across the campuses. (Hunter College is the ninth college evaluation I have conducted.) There are a few differences in the groups depending on the campus. In the case of Hunter College, there is Hunter Elementary School and High School that is not germane to other colleges.

We hire a vendor to conduct the online evaluation survey. The vendor handles all the logistics of the survey administration. Hunter College provides me with a list of individuals within the groups that we have identified. Based on those lists, I provide the contact information to the vendor, who will then prepare the invitation to the participants on behalf of Chancellor Kelly. The vendor manages the whole [administration] process except the review and analysis of the responses of individuals. The vendor maintains response information in a secure database. The vendor also sends out reminders to the participants that have not responded, usually 2 reminders in the 2-week duration of the survey. [At the end of the survey] the vendor sends me anonymized response data.

Individuals receive login information and a URL to access the survey. They can work on the survey from any location. It is something that you can work on in pieces or all at once. Typically, it will take about 20-30 minutes to complete, but it will really depend on the individual responding. Participants can also work on it offline: if they would like, respondents can copy the questions from the web page, paste it in to a document, write responses, and copy and paste them back to the online survey. Once the survey is completed, it will go to a secure server belonging to our vendor and the identifying information will get separated from the actual response. The only thing attached to the responses will be the group membership to which the participant belongs. Participants that are assigned to more than one group in the College community will only be associated with one group determined by a hierarchy that we have established. The full populations of most of the groups identified are invited to participate. However, full-time faculty and adjunct faculty are sampled because their numbers are too high for a qualitative survey. Those populations are sampled. I draw a simple random sample of those populations separately. The administration of Hunter College does not know who the selected of the faculty are; only the vendor and I know which faculty are selected. Once you receive the survey there are 5 items that prompt the participants to provide some assessment of topics related to the president leadership.

The 5 topics are:

1. Communication, quantitative skills, engagement with the college community,
2. Decision making, accountability, risk management,
3. Standards for people and programs,
4. Flexibility and Support for diversity, and
5. Hiring, retention, and support for administration and staff

Each of the above items has prompts for specific information. Respondents are not required to respond to each. It is up to you; they are topics for suggested responses. Ideally, you will use those to guide your own response if you are invited to participate. You can write on any topic as long as it is germane to president leadership. Any responses that pertain to the topic will be used for analysis.

I will speak to you about the analysis process and also I would like to mention some issues of confidentiality and anonymity. You are known to the vendor because that is how they send out the invitations. Each of you will be receiving individualized user IDs and passwords which should not be shared with others. As I mentioned, once the submission is complete, identifying information gets removed from the response data file, both of which are stored on a secure server.

114 I will be receiving some completed responses before the survey closes due to some timing issues. I
115 need to do some analysis earlier due to the short window that we have to complete this report. So I
116 might get some of the work done before the survey closes but other than that, I get the responses
117 in a complete set. It doesn't matter if you responded to something that was prompted in item 1 in
118 the response window of item 4. In the end, I will take individual responses and I put them all
119 together as one big response. I will read it that way holistically.

120
121 As I mentioned, I do not know whose response I am reading but I do know what group that person
122 belongs to. I take that data and I read through it on multiple occasions. On the first reading I will
123 do a holistic assessment of the president leadership such as, is it positive, negative or balance of
124 the two. On subsequent readings, I am looking for themes that emerge and often those themes are
125 prompted by the questions (item prompts). It is possible that other themes might come up. In that
126 case, they will become a theme that I will report in the summary report. The survey from the
127 campus community will become a summary report that I write from the analysis I do from the
128 responses. It all ends up in a confidential report that is provided to the chancellor, who forwards it
129 to the Board of Trustees, I also provide a copy to the president. No one else will see that report. I
130 summarize individual responses to compute the percentage of responses that are positive, negative
131 and mixed of overall responses. I will do the same thing for individual themes based on the
132 individuals who have commented on a particular theme in their response.

133
134 I use example quotes from individual responses to illustrate points that I am making in the data
135 analysis. For example, if many people say that the President did a lot to support racial and ethnic
136 diversity on campus the President is rated very highly in that area, I might select some quotes from
137 different groups taking about that or if many said that the President did not support diversity, I
138 might include exemplary quotes to illustrate that point. The quotes are attributed to a group not to
139 an individual because I will not even know which respondent said what I take great care in
140 protecting individual confidentiality and anonymity. I will make appropriate changes to the source
141 quotes if it makes sense to do so. There are no references to particular events, to somebody's title,
142 or to a conversation that might reveal the individual to the Chancellor or the Board of Trustees [or
143 to the president].

144
145 Sometimes respondents specify in their answer "Please do not cite this response, I would like to
146 protect my identity and my anonymity". I would take that into consideration and not use quotes
147 from their responses. That has happen in the past.

148
149 I believe I have covered everything that I usually mentioned when I present but I am open to some
150 questions."

151
152 **Report by the**
153 **Administrative**
154 **Committee:**

The Chair, Professor Christa Davis Acampora, presented the report as follows:

155 **a) Special Senate Election for Vacant At-large Seats**

In accordance with Article IV, 2H.i & ii of the Charter for a Governance of Hunter
156 College, the Administrative Committee presented the names of all nominees received to
157 date:

158 Students: Victoria Hughes

159 It was moved that the Secretary be instructed to cast a single ballot in favor of the
160 nominee. The motion was approved by voice vote without dissent.

161
162 **b) Approved Curriculum Changes**

163 The following curriculum changes as listed in the Reports Part I, Part II, and Part III dated 5
164 March 2014 have been approved as per Senate resolution and are submitted for the Senate's
165 information: US-1920 (Geography), US-1918 (German), GS-984 (English), GS-975 (School
166 of Nursing), GS-977 (School of Nursing), GS-979 (School of Nursing), GS-980 (School of
167 Nursing), GS-981 (School of Nursing), GS-985 (School of Nursing), GS-982 (Educational
168 Foundations), GS-983 (Curriculum & Teaching), GR-976 (School of Nursing), US-1922
169 (Biological Sciences), and US-1921(Biological Sciences).

173 c) **Resolution on Expansion of Participation in Senate Meetings**

174 The resolution was read into the record during the last Senate meeting.

175
176 Prof. Christa Acampora said the following:

177
178 “This Resolution is on the expansion of participation in Senate meetings. This was attached to
179 the agenda; it is old business as it was addressed at our last meeting. Because it was
180 introduced as new business in that meeting we didn’t vote on it, but we read it into the record.
181 The resolution that you have before you has not changed in any way but I will reread the
182 resolved statement as a refresher.

183
184 **RESOLUTION ON EXPANSION OF PARTICIPATION**
185 **IN SENATE MEETINGS**

186
187 **RESOLVED:** Senate meetings shall be open to all members of the Hunter
188 community at 68th Street and at designated Hunter College campus satellite
189 locations using two-way video or audio connections. Senators attending
190 meetings at satellite locations, after following the check-in procedures, shall
191 enjoy all of the rights and responsibilities of those physically attending the
192 meeting at the campus at 68th Street and Lexington Avenue, including but not
193 limited to: obtaining the floor, submitting motions, participating in debate and
194 discussion, and voting.

195
196 As we had discussed, our plan is to initially make this available to the School of Nursing.
197 When we have it right we will expand it elsewhere as necessary. The idea is that we are
198 hoping to expand participation to include also any member of the college community.

199
200 We will establish a similar type of voting mechanism to what we do here, voice vote, paper
201 ballot, etc. To oversee this we expect to elect a parliamentarian who can convey results from
202 that population.

203
204 We will possibly have a two-way video and anyone who wants to be recognized will have the
205 opportunity to be recognized from that location.”

206
207 The question was called and carried.

208
209 A clicker vote produced the following results: in favor 55, against 5, abstain 0.

210
211 The resolution passed.

212
213 Prof. Christa Acampora added the following remark:

214
215 “We will work on doing what we need to do as soon as it happens and we have been wished
216 well in the endeavor. Thank you for that. As I mentioned when we introduced it in the first
217 place, the reason we are asking your permission is because this affects the access to voting
218 and ultimately we need to integrate this into our Charter. The voting procedures are to some
219 extent defined in our Charter. Shortly you will get to hear from the Charter Review
220 Committee.”

229 **Minutes**
 230 **Meeting of the Hunter College Senate**
 231 **5 March 2014**

- 232 c) **Reminder: Advance Notice Materials due April 1**
 233 **Announcement: Senate will sponsor a meeting on March 11 to discuss advance notice**
 234 **and curriculum procedures at Hunter**

235 Prof. Christa Acampora announced the following:
 236
 237

238 “A few announcements before we move on to our committee reports. Procedures that
 239 would have needed a Letter of Intent in the past are now being replaced with a local
 240 process called Advance Notice. It will be an information feed for the Provost and for a
 241 similar sort of report that she will provide to the CUNY Central Office. We met today
 242 with representatives from Deans’ offices whom are responsible for curriculum
 243 development to discuss the advance notice process as well as how to give guidance to
 244 others who are working on similar notices.
 245

246 We sent out an invitation to do a repeat performance of that presentation for all faculty
 247 who are involved in major curriculum initiatives of that sort. If you are just proposing a
 248 new course, you don’t need to submit an Advance Notice; it is for a new program or a
 249 program activity. If you have any questions as to whether or not you should come, you
 250 are welcome to call the Senate Office and we will be happy to see you. The invitation
 251 went out last week and the meeting is on March 11, next week.”
 252

253 **Committee**
 254 **Report**

253 **Committee on Student Success**

254 Prof. Michael Steiper, Chair of the Committee, presented the following report:
 255

256 “I just want to give a brief report on our work in the Select Committee on Student Success. The
 257 Select Committee on Student Success is a standing committee. I just want to let everyone know
 258 that we have a very enthusiastic and eager committee from throughout the college, largely in
 259 response to the very thought provoking presentation that the President gave last semester. Our
 260 committee has taken up a few items that we think are special things that we need to work on for
 261 helping students succeed at Hunter College. There are three of them and I am going to be brief
 262 about each of these.
 263

264 One is the establishment of some sort of early warning system for students in classes who are not
 265 doing well for a variety of reasons. We are not really sure yet how we are going to identify these
 266 students or which metrics we are going to use to identify them. However, things like academic
 267 performance, attendance, and behavioral issues might come up. We also want to potentially alert
 268 students who are doing really well in our classes. So we are thinking about this early alert not only
 269 as a warning but also as early guidance. We want to help them get the help that’s appropriate and
 270 that already exists at Hunter College. This might be things like visiting a faculty member at their
 271 office hours, visiting Wellness Services, seeing an advisor, and/or seeing a major advisor. We are
 272 planning on looking at how we can retain students, to enable faculty to do this efficiently and
 273 effectively.
 274

275 The second thing is the transition that some of the students are making at around their 60th credit.
 276 This seems to be a time when students are leaving Hunter at an increased rate. It is a time where
 277 students are making some decisions about their college education that might lead them to leave
 278 Hunter or start taking fewer credits, things like this. So at the 60-credit mark students are
 279 transitioning from pre-major advising to major advising. Students tend to be choosing their majors
 280 and this is a time at which we receive a lot of students as transfers. This is a time where they need
 281 to get up to speed really quickly at Hunter. So we want to consider this 60-credit time especially to
 282 increase students’ success, attendance, and retention.
 283
 284
 285
 286
 287

291 The third thing that we are considering is the way major advisors can use some of the established
292 tools that Advising is using to better advise students in a more proactive rather than a reactive
293 way. This will tie into the first one by basically asking to reach out to the students more effectively
294 though email and communication. We are working on these three things actively and if anyone
295 would like to reach out to the committee, you are welcome to.”

296
297 **Committee on Charter Review**

298 Prof. John Wallach, Chair of the Committee, presented to following report:

299 “The task assigned to the committee is to review the Charter of the Hunter College Senate and to
300 see whether or not everything is in order. Furthermore, we need to review and see if there are ways
301 to improve its functions and legitimacy in the governance of the college. We, as members of the
302 committee, have no preconceived agenda. I accepted the nomination and the Senate elected me as
303 the chair. Now I am here because Prof. Acampora has invited me to give you a report on what we
304 have done so far. The members of the committee, besides me, in alphabetical order are:

- 305 • Prof. Bobetsky, Music,
- 306 • Elie Chaudry, a student,
- 307 • Prof. Thomas DeGloma, Sociology,
- 308 • Dr. Brian Duffy, as an ex-officio member,
- 309 • Prof. Jill Gross, Urban Affairs and Planning,
- 310 • Prof. Benjamin Hett, History,
- 311 • Prof. David Keepnews, Nursing,
- 312 • Abdul Rad, a student of the Undergraduate Student Government,
- 313 • Steven Wendel, also from the Undergraduate Student Government,
- 314 • Sandra Wilde, Curriculum and Teaching.

315
316 As you can tell, we do not yet have a representative from the other professional schools, but this
317 has not been from a lack of trying. The committee has met twice, once last semester to introduce
318 each other. Then we canvassed the groups for views on what the tasks of the committee ought to
319 be. We assessed what are potential concerns about Senate governance that need to be addressed.
320 The last time the Charter was reviewed was in 2006. We identified several areas that seem to
321 warrant special attention. These include the manner of representation of various segments of the
322 Hunter College community in the Senate (faculty; staff; students; leaders of the college;
323 departments; programs; institutes); the makeup of Senate committees in relation to their functions
324 (the number of members, the chairs, and their path to office). Moreover, we are also reviewing the
325 relationship of the Senate to the Evening Council, to students as a whole, and to the University
326 Faculty Senate. Furthermore, we are reviewing the relationship of the Senate to departments and
327 its role in special programs and institutes. We are conducting a complete review of the governance
328 in existence for departments, programs, and institutes, as well as whether or not we need to adapt
329 to the Perez ruling.

330
331 Professor Acampora raised the question of whether or not we need to modify voting procedures.
332 These are concerns of the committee as a whole. In our February meeting we distributed principal
333 responsibility for these issues to various members of the committee. Our plan for dealing with
334 these tasks and accomplishing our duty has three stages. Stage one is collecting information and
335 other issues that may come up from constituencies and individuals from the college as feasible this
336 semester. Stage two is deliberating about this information in the fall and determining whether or
337 not to recommend changes in the governance, and composing a set of recommendations for the
338 consideration of the Senate in the Spring term of 2015. Stage three is presenting our findings to
339 the Senate for your consideration, amendment and approval, if indeed we recommend amendments
340 to the Charter. For changes to be made, you might be interested to know, the Senate must approve
341 them in three separate votes. This would take place in Spring 2015. That’s what we are up to. I
342 would gladly take any questions about what we have done so far. Thank you for your time and
343 attention.”

350 **Nominating Committee**

351 The Nominating Committee is submitting the following nominations for seats currently vacant on
352 Senate Committees:

353
354 **1. Undergraduate Course of Study Committee**

355 Faculty from Humanities & Arts: Janet Neary (English)
356 Students: Roman Povolotskiy
357 Joseph Lipari
358

359 **2. Undergraduate Academic Requirements Committee**

360 Students Alternate: Chireau White
361

362 **3. Committee on the Budget**

363 Faculty Alternates: Jason Young (Psychology)
364

365 **4. Committee on the Library**

366 Students Alternates: Asad Mannan
367

368 **5. Grade Appeals Committee**

369 Students: Jonathan Ayala
370 Students: Chireau White
371 Students: Roman Povolotskiy
372

373 **6. Charter Review Committee**

374 Faculty from Education: Sandra Wilde (Curriculum & Teaching)
375 Faculty from Health Professions: David Keepnews (Nursing)
376 Student Alternates: Elie Chaudry
377

378 **7. Committee on Computing and Technology**

379 Faculty from Health Professions: Martin Dornbaum
380

381 **8. Committee on Academic Freedom**

382 Student Alternates: Zhong Lin
383

384 **9. Committee on Academic Assessment & Evaluation**

385 Faculty from Nursing: Christine Cutugno
386 Faculty from Health Professions: Elizabeth Geltman (Urban Public Health)
387 A&S At Large: Zachary Shirkey (Political Science)
388 A&S At Large: Iryna Vushko (History)
389 A&S At Large: Wendy Hayden (English)
390

391 **10. General Education Requirements Appeals Committee**

392 Student Alternate: Ashley Wong
393

394 **11. Select Committee on Honors**

395 Faculty from A&S: Jason Young (Psychology)
396 Faculty from A&S: Jacqueline Brown (Anthropology)
397 Faculty from A&S: Rick Belsky (History)
398 At-Large: Owen Gutfreund (Urban Affairs & Planning)
399 At-Large: Carmen Melendez-Vasquez (Biological Sciences)
400 At-Large: Ivone Margulies (Film & Media)
401 Alternate: Sylvia Tomasch (English)
402 Alternate: Evelyn Ender (Romance Languages)
403 MHC: Jonah Garnick
404 THHP: Sarah Foster
405 At-Large: Abdul Rad
406
407

408 **Minutes**
409 **Meeting of the Hunter College Senate**
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411
412 The body moved on without a vote.

413
414
415 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:15
416 PM.

417
418
419 Respectfully submitted,

420
421
422
423
424 Lisa Marie Anderson
425 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Milagros Denis-Rosario	(A) A		Rob Thompson	A
	Edgardo Melendez	(A) X		Verna Segarra	(A) X
Anthropology	Jacqueline Nassy Brown	X	Medial Laboratory Sciences	Patrick Burke	(A) A
	Ignasi Clemente	(A) X		Shahana Mahajan	A
Art & Art History	Jessica Rothman	(A) A	Music	Robert Raffaniello	(A) X
	Malik Gaines	A		Dean Johnston	(A) X
	Daniel Bozhkov	A		Jewel Thompson	A
Biological Sciences	Alt.Susanna Cole	(A) X	School of Nursing	Maura Donahue	(A) X
	Harper Montgomery	(A) X		Catherine Coppola	(A) A
	Shirley Raps	A		David Keepnews	A
	Paul Feinstein	A			0 0
Chemistry	Maria Figueiredo-Pereira	(A) X	Philosophy	Lorie Goshin	(A) X
	Jesus Angulo	(A) X		Anita Nirenberg	(A) A
	Akira Kawamura	A		Omar Dahbour	A
	Pamela Mills	(A) X		Frank Kirkland	(A) X
Classical & Oriental Studies		0 (A) 0	Physics & Astronomy	Laura Keating	(A) A
	Joanne Spurza	X		Marilyn Rothschild	A
	Lawrence Kowerski	(A) A		Kelle Cruz	(A) A
Computer Science		0 (A) 0	Political Science	Ying-chih Chen	(A) X
	Feliza Vasquez-Abad	A		Leonard Feldman	X
	Saad Mneimneh	(A) X		Zachary Shirkey	(A) X
Curriculum & Teaching	Virginia Teller	(A) X	Psychology	Charles Tien	(A) X
	Nadine A. Bryce	A		Joseph Lao	A
	Jason Wirtz	A		Roseanne Flores	A
	Steve Demeo	(A) X		Brooke Wells	(A) X
Economics	Ben Shuldiner	(A) X	Physical Therapy	Jason Young	(A) X
	Howard Chernick	X		Herb Karpatkin	X
	Avi Liveson	X			0 (A) 0
Educational Foundations	Timothy Goodspeed	(A) X	Romance Languages		0 (A) 0
		0 (A) 0		Rolando Perez	A
		0 0		Monica Calabrito	X
		0 (A) 0		Paolo Fasoli	(A) X
English		0 (A) 0	School of Social Work	Michael Perna	(A) X
	Leigh Jones	X		Marina Lalayants	A
	Sarah Chinn	A			0 0
	Barbara Webb	(A) A		Mimi Abramovitz	(A) X
Film & Media Studies	Stephen Wetta	(A) A	Sociology	Ilze Earner	(A) X
	Tim Portlock	X		Mark Halling	A
	Tami Gold	A		Joong-Hwan Oh	(A) X
Geography	Bill Herman	(A) X	Special Education	Mike Benediktsson	(A) X
	Ricardo Miranda	(A) A		Angela Mouzakitis	X
	Haydee Salmun	A		Elissa Brown	(A) A
	Jochen Albrecht	(A) X			0 (A) 0
German		0 (A) 0	Speech-Language Pathology and Audiology	Susan Wortsman	A
	Lisa Marie Anderson	A		Don Vogel	(A) X
	Eckhard Kuhn-Osius	(A) A			0 (A) 0
School of Health Professions	Elke Nicolai	(A) A	Theatre	Deepsikha Chatterjee	0 X
		0 0		Mia Rovegno	(A) X
		0 (A) 0			0 (A) 0
History	Daniel Margocsy	A	Urban Affairs	Jill Simone Gross	A
	Richard Belsky	(A) A		Stanley Moses	(A) X
	Thomas Head	(A) X			0 (A) 0
Library	Mee' Len Hom	A	School of Urban Public Health	Dean Johnston	X
	John Pell	(A) A		Lydia Isaac	(A) X
	Jonathan Cain	(A) A			

**Minutes
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5 March 2014**

Students

Carol Szwci	X
Matthew Ramos	X
Alexander Lemell	X
Patricia Colon	X
Mauricio Bardales	X
Abdul Rad	X
Nicole Lyalin	X
Kidus Gebrekidan	X
Joseph Franzese	X
Kascem Hewitt	X
Ariela Hazan	X
Madiha Wasti	X
Ibrahim Alsaygh	X
Julia Camila Jones	X
Jason Sloan	A
Wilson Chow	X
Sara Shenan	X
Eamon Pickard	A
Sandrea Sicango	X
Shawn Rafeey	X
Andy Lall	X
Jonah Garnick	X
Benedict Joson	E
Nishat Tabassum	A
Asad Mannan	A
Kevin Jackson	X
Sayed Shune	X
Candace Lawrence	X
Barukh Rohde	A
Hira Gulzar	X
Kevin Mishan	X
Abraham Gutman	X
Reginald Holder	A
Javier Picayo	X
Hameda Khandaker	X
Zhong Linda Lin	X
Ashley Wong	E
Chireau White	A
Christopher Lai	X
Roman Povolotskiy	X
Joseph Lipari	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Madlyn Stokely	A
	Shannon Salinas	(A) A
Mathematics & Statistics	Bill Williams	X
Student Services	Brian Buckwald	A
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
Thomas Hunter Honors	Sarah Jeninsky	A
Mathematics & Statistics	Barbara Barone	X
Classical & Oriental Studies	Elizabeth Beaujour	A
Film and Media Studies	Gustavo Mercado	A
Chemistry	Gabriela Smeureanu	X
	0	0 0
Philosophy	Christa D. Acampora	A
	0	0 0

Ex-Officio

President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Anne Seifried	X
President, HEO Forum	Sharmeen Ahmed	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLT Representative	Lori Janowski	X
Vice President for Student Affairs	Eija Ayravainen	A
Chief Operating Officer		0 0
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
School of Education	Dean David Steiner	E
School of Social Work	Dean Jacqueline Mondros	A
School of Nursing	Dean Gail McCain	A

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	A
Program in Religion	David Cereguas	X
Women and Gender Studies Program	Jennifer Gaboury	A

APPENDIX II

Summary of President Raab's Report

I know that we recently released an update on the implementation of the strategic plan. Today, with the body's permission, we can spend a little time with the key implementation points. We have the PRR due in June. Vita and I thank so many of you that are on the committee for all of your hard work. We started to think about the progress that we made in implementing the strategic plan. We want to spend a little time highlighting some of the major moves forward to make sure that everyone is aware of them. Think about how you can be involved because there are a lot of exciting opportunities and some of them are coming so fast that we forget to say that we would like to be involved in them.

The first major goal in the strategic plan is the concept of us as a community that agrees on enhancing academic identity as a research oriented institution and never at the expense of our mission as a teaching institution. We have ACERT, FITT and other ways in which we are supporting the teaching mission. There has been a lot of focusing on our investment in research responsibility and research support to faculty. I have been meeting with members of the faculty lately to ask them to think about this question, what else can we do as an institution for faculty as scholars and researchers? Let's bring to that research agenda as many students as possible. We have our limits on resources, but over the years we really have exponentially increased the amounts of money going into the research agenda for faculty.

We have made concrete plans to move into our new floor in the Belfer research building on 69th Street between First and York that was built by Weill Cornell. We have said before that we bought the 4th floor in this building. This is a concretization of our very important partnership that started with the CTSC, the clinical transition research grant that Weill Cornell has. We have been a partner, in which the NIH has been very clear that one of the reasons it was awarded, and then renewed, was because of Hunter's participation in it. Now we have a chance to go even further in this grant by moving physically into the building where Weill Cornell scientists are working. A number of scientists joined Vita and me, about a week or so ago, to take a first tour. We are going to ask that the next meeting of the faculty P&B be held there. It is a model floor: our floor will look like all the other floors. All floors are similarly arranged with open plan and significant lab space. There are about 15 scientists with beautiful open plan space and a lot of wonderful office space for consultation and some open space. The buildings are open to Hunter scientists, conference rooms, facilities, and study rooms. This is really an important relationship. A group of psychologists who are working on stress related research are doing some of the translating of research on patients through the clinical translational research grant with Cornell physicians, particularly for obstetricians who are thinking about the impact of stress on pregnant women and our scientists. There is a whole new level of synergy by being in this building and its effort to support research. When we were first given this grant it was really about the bedside and the nurses participating. We are working with the scientists in that role. What is really interesting is that our scientists all are involved in this grant and one of our first translational impacts is with our physicist Y.C. Chen, who is an expert in laser technology and research. He has helped an ophthalmologist at Weill Cornell to create a new investigation of eye tumors. This is our way of collaborating and another goal of the strategic plan. Interdisciplinary partnerships are moving forward. I do hope that the rest of you will get to see the building and think about your own spheres of research and how you can connect.

I hope all of you have seen the Memorial building plans. We are continuing to plan for that building. There was a lawsuit filed as soon as the building was approved. We are going to be on schedule and moving ahead with designing, preparing, and getting into the ground this calendar year. That building will be for our nurses and physical therapists. The top floors will be for our science researchers. We hope we will have a 300-person auditorium that we can use for entry level science classes which are obviously an enormous challenge for us to find.

When we say research and strategic plan, we mean research in your field, such as in the creative fields that create new types of studio art, performance, etc. We hope all of you find the opportunity to get downtown to 205 Hudson Street where our MFA studio art program is located. It is a wonderful old block building. We have two floors of studios and a new gallery space. So we have 5,000 square foot gallery spaces that are going to highlight the visibility of the program.

Finally, as many of you know, we have now acquired an increase in funding through a major gift of \$15 million. The building right around the corner, which is now occupied by the Kennedy Child Care Center, will be used for the Theater program. It is 26,000 square feet and the inside is little classrooms. We are going to do a major creative renovation and then the Theater Department will move. Our MFA in Playwriting is only a couple of years old, but the students have been winning major national awards. One student had a play on East 59th Street just this week.

One of the major impacts is that space will be vacated in the North Building and obviously a lot of renovations will be needed. This is something we are discussing with the Master Plan Committee. We talked about how to start planning for how that space will be allocated. We are going to start thinking about lots of renovations or realignments. We are hoping the Central office is going to support the plan but that hasn't come through yet. However, we are thinking about our own resources now that we know which floors will be moving. We want to start working with the community on that.

The second point in research is how can we support the faculty who make all of this possible, who are creating the new knowledge and art? Soon after I arrived, while in a faculty lunch someone asked me how much faculty go on conferences each year. I had no idea. That is when I decided we need to do better and provide more money for conferences. We are asking you to do the research and throw yourself into that part of your lives. We have to try and provide support for you to present your research and also to do the work that makes it possible to create it. Money is set aside for travel and conference awards. Moreover, the next idea that came forth from faculty was advancement for smaller projects, like finishing a book. That fund is slowly increasing as well.

Many of you have been involved in Roosevelt House. There has been a lot of cross-fertilization, working in faculty seminars, and different types of seminars over the years, some led by faculty and some led by visitors. We want to keep supporting that. We also have a new program that Dean Andy Polsky is helping us with that was mentoring for midcareer faculty who are trying to recharge their research and need some support from colleagues that can help them think their way into a change and re-imagination.

Most recently, Jeff Mongrain, an extraordinary ceramics professor, has just been made a Distinguished Professor. We obviously don't have an unlimited budget but we want to know where we should be thinking and where should we be putting our efforts.

The second point on the implementation of the strategic plan is to put ideas in people's minds and to help us think about interdisciplinary, collaboration, and partnership. How do we break down silos between departments within schools, our neighborhood, and our community to create more magic for faculty and students? Roosevelt House has been an incredibly successful example of these communities. Roosevelt House has been built by so many people that didn't know about each other and have found that they have so much in common. The CSC did the same thing for Nursing. Rebecca Connor from the English Department has been an extraordinary leader for Arts Across the Curriculum. It is helping the Art Department work with historians but also thinking about how the scientists can help us understand how we perceive art. Just yesterday I was talking to the educators who are now thinking about a new certificate in training art teachers. The School of Education is something we haven't really brought into the idea. We are hoping that more people will volunteer to work with Rebecca as to how we

implement this idea. Rebecca's working very hard at it. Our wonderful Dean of Social Work has been taking the lead in our vision to move the School of Social Work to East Harlem.

It was not just about the school getting a better building and more space but it was a commitment and an academic initiation move into a neighborhood with many challenges and help create a community that's healthier, better educated and more socially secure. Jackie has taken the lead by really moving all through the social work research agenda and student training opportunities, interacting with public health. Education and Nursing are beginning to find projects for students and faculty in the area. We really hope that the School of Arts & Sciences will get many of you engaged in that opportunity. It is exciting to have a community that's welcoming to Hunter. For our Student Services people, we want our students to know about the opportunities for volunteering, for being engaged and for research. A lot of students think this is the campus but we need students to know that Hunter is a very wide campus.

Finally, a thank you and a second call to action. Since we had our meeting in December about how faculty can be engaged in helping the student success agenda, so many wonderful things have begun to happen. I thank Mike Steiper for taking leadership on the Senate's student success agenda and the FP&B for engaging the department. There is a lot of focus now on the ideas that we have brought forward about improving course availability, such as on early warning systems, on student engagement and on advising. We had Mark Halling visit our P&B to talk about online learning. He discussed whether technology and focused online use could really help students add some general education classes to their course load, thus helping them move towards graduation more expeditiously. The Senate has taken up that call again. This year we are going to be putting on the new FITT grant. We are going to have the usual FITT call for teaching with technology but also a separate support fund, specifically for some online options at the recommendation of Student Services. Eija's folks have really begun to identify what general education classes students might take that might work online that would allow them to add a fifth class, because that is where things start to fall apart. Immediately for students who start and are taking twelve credits instead of fifteen, they aren't graduating in four years unless they have a lot of extra credits, and if they fall behind they are falling further and further behind and six years becomes out of reach. We are also having a presidential task force for student advising. Some of you in this room are going to get invitations when you get back to your office and I hope that some of you will accept them. We should do everything we can do with undergraduate advising and their very ambitious agendas. We have many wonderful advisors and we should think about how we can bridge the gap between the departments and pre-major advising. We need to feed each other. We should hear what comes back from the students, such as not understanding all of the requirements of pre major, post major and during the major. We are hoping that our committee will look at a lot of that, as well as work with other Senate committees while thinking about departmental advising. There is a lot more going on with student success. The new library project and the 7th floor are going to be about the learning centers and that is a very exciting investment in student success. For the first time we will have a comprehensive science center rather than one for each department. We hope it will add resources and really help support and work very closely with the departments. We are going to give the Dolciani Center space that is modern and equal with the quality of their work. We can look to a new Writing Center that will help graduates and undergraduates with their writing skills. Today the school is filled with students showing their posters in the undergraduate research conference.

Summer school is coming up. We are trying to do our best to use the data to really know what classes the students need and the one they have been waiting for, so that they can progress towards degrees. We want to offer things that people want to teach. The primary goal of summer school is to help our students move through and graduate within six years. We want to give enormous credit to Shirley and Paul. We have worked through a process to get one of their most heavily oversubscribed biology classes in the summer. We are going to test this but if we are to ease this pressure on the science classes we will be able to help our students move forward. There are other places where there is heavy demand in classes. If you have some thoughts about the summer and you need some special support to offer things, please talk to Vita. This is the moment. We want to see a robust summer schedule for things that our students need.

One of the other points of strategic plan implementation is engaging the whole community in an idea of entrepreneurship. So we need to think about other sources and one of them is alumni support. While the big alumni gifts are really exciting, we really have to do better at building a new fund from alums who can't give the millions but could give the hundred, the fifty, or the two hundreds. We have about a hundred thousand names of undergrad alums who graduated from this institution. We don't have broad participation. So we are really trying to bring people back. There is a lot of mailing going on. In April, we are having our first ever Hunter homecoming and we invited all the alums. We have a thousand people signed up. Furthermore, the Dance program is putting on the dance alum performance. So we may be calling on more of you. We are going to schedule art auctions and everything that we can think of that will engage alums for the day and really remember their alma matter under the guise of entrepreneurship.

I hope we have other opportunities to implement the plan because we just want to keep pushing forward.

The Search for the Chief Information Officer is with the Senate panel and we are hoping to have that completed before the end of this school year. Furthermore, we are going to be asking the Senate to do elections for the search committee for the Dean of the School of Arts & Sciences. That search will start before summer break so we can advertise over the summer, a good time to receive resumes, and then the committee can get to work. We are getting close to announcing the Chief Operating Officer. We had a wonderful candidate but we lost him. However, I am hoping we will have another candidate on an acting basis and that he will be well received by the community. I hope to report more on that.

MINUTES

Meeting of the Hunter College Senate

26 March 2014

- 1 The 560th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
 6
 7 Alternate Senators were formally seated in accordance with the procedures approved by the
 8 Senate, and clickers were distributed to them.
 9
 10 **Report by the President:** **A summary of President Raab's report is in Appendix II.**
 11
 12
 13 **Report by the Administrative Committee:** The Chair, Professor Christa Davis Acampora, presented the report as follows:
 14
 15 **a) Approved Curriculum Changes**
 16 The following curriculum changes as listed in the Report dated 26 March 2014 have been
 17 approved as per Senate resolution and are submitted for the Senate's information: US-1910B
 18 (Political Science) and US-1889 (Computer Science).
 19
 20 **b) Behavior Response Team (BRT) Announcement:**
 21 Associate Director of Student Conduct, Colleen Barry, said the following:
 22
 23 "Thank you for having us. We would like to give you a little bit of information about the
 24 Behavioral Response Team. The team is dedicated throughout the college. Our commitment is
 25 having faculty, staff, and students report on students who have a crisis. There is an online
 26 reporting system and referral form for faculty, staff and students. We want to offer the
 27 appropriate support to students. There are some cards on the table about the Behavioral
 28 Response Team. There is also a website dedicated to the Behavioral Response Team with
 29 information regarding the team. Thank you."
 30
 31 **Committee Report** **Committee on the Evaluation of Teaching**
 32 The Vice Chair, Eamon Pickard, presented the following report on the response rate of Teacher
 33 Evaluations:
 34
 35 "Teacher Evaluations have become a headache for a lot of people. We have tried various ways to
 36 increase the rate of response, such as giving incentives. We have also tried reminders from the
 37 USG and teachers. The teachers remind students in class and through email to complete the
 38 evaluations. This part is very important because students who ignore the emails or USG blasts
 39 need to hear it directly from their teachers. Trying to punish the students who don't respond is not
 40 really something that we are going for, ideas like holding grades until evaluations are complete.
 41
 42 An idea was to bring in technology to the classroom so that evaluations can be completed there,
 43 but we are unsure of how to do that. This would be very similar to the paper evaluations in that
 44 students would complete the evaluations in the classroom in 15-20 minutes. The student could
 45 borrow a computer from someone. Most students have iPhones. We are looking for a way to do
 46 that.
 47
 48
 49
 50
 51

55 Looking at data on a macro level is a concern for us. We have reviewed experiences and trends.
56 One thing we have contemplated is to change the questions to make them more helpful to the
57 departments. Some students recommend adding questions such as, would you recommend this
58 teacher to another student. I welcome feedback and if you would like to add a question to the
59 Teachers Evaluations please let us know. Thank you.”

60 **Committee on Computing & Technology**

61 Prof. Mark Halling, Chair of the Committee, presented a report on *Suggestions for Faculty*
62 *Designing and Teaching Hybrid and Online Courses*. The document has been posted on the
63 Senate website. Below is what he said:

64
65 “I meant to present this a few weeks ago but I couldn’t make the meeting. I apologize for that. We
66 at Hunter College have attempted to put some more courses online: in particular, courses that
67 represent the bucket courses in Pathways. A new FITT grant proposal is being hammered out
68 specifically designated for online courses. We can look forward to that soon. The document that
69 was handed out is in preparation for that, but it is really in preparation for a larger interest in
70 putting courses online. We have put this in couple of different places on the website. These are
71 some recommended practices so people can know where to look, whom to contact and so on.

72
73 The committee, ICIT, and Shiao Chuan Kung have worked on this document. What we have done
74 is offer a number of headings under which are some suggestions as to how to put a course online.
75 We begin with the accepted definitions. We also include course goals and learning outcomes that
76 would work for online courses. There are sample assessments, and things about syllabi and how to
77 post assignments. We also discuss how this is different from person-to-person courses. We address
78 questions such as “Does the student have access to the right technology?” The document also
79 mentions the importance of maintaining interactions even in the online format and of collaborative
80 endeavors. Furthermore, there are also some additional resources or places to look. Other schools
81 have also put something like this online. We hope to advertise this and make people aware of it.
82 Maybe more people will try to do it. Rather than doing it in the dark this is maybe one way of
83 getting access about doing an online course. Also, faculty members can always talk to people at
84 ICIT.

85
86 The thought was to have this document posted on Hunter websites beginning with the Senate page
87 and maybe it can be linked elsewhere from the Provost’s page.”

88
89 The question was called and carried.

90
91 The document was endorsed by voice vote without dissent.

92
93 **Committee on the Library**

94 Prof. Manu Bhagavan, Chair of the Committee, said the following:

95
96 “The Library Committee is newly constituted and has been operating for the duration of for this
97 academic year. We have been trying to figure out what is the best possible service we could
98 provide. The committee is composed of a number of people from the Library, different schools,
99 departments, and students. This is a very exciting time at the Library. We have all of the major
100 plans for renovations and restorations which you have heard about through this body, thanks to
101 reports from the President and Dean Cherubin.

102
103 We have decided that our role should be one of facilitator, to offer help in communications and to
104 serve as an interface between the faculty as represented in this body and the Library. To that extent
105 we are designing a survey which we hope to get to all of you by the end of this semester or the
106 beginning of next semester. We hope to get feedback on needs and optimizing resources at the
107 Library.

114 The committee has also done two other things:
115

116 1. Curricular changes going through the Senate sometimes impact the Library in terms of
117 resources being distributed or required. So we made recommendations to ask the UCSC and
118 GCSARC to consider revising their procedures to include the Library in their consultation
119 statements.
120

121 2. We have also passed a resolution. Dan Cherubin sits on the Council of Chief Librarians. That
122 council is considering changing the loan period for faculty and graduate students. This has to be
123 decided in the meeting even though it is only a college-wide procedure. Dan's position in this case
124 is that the period should be extended from several weeks after which we will receive impending
125 fines. The fine has also been increased by CUNY mandates. The council has to decide on what is
126 optimal and there will be potential resistance to this. So our committee has passed a resolution
127 which reads: "The Hunter Senate Committee on the Library endorses Hunter's Chief Librarian
128 Dan Cherubin's position that the loan period for faculty and graduate students should be extended,
129 a position that he is advocating to the CUNY Council of Librarians." That is obviously a vague
130 statement. That is as much as we want to do because we do not want to bind his hands and we
131 would like to give him as much freedom as possible."
132

133 The question was called and carried.
134

135 A motion to support the Library Committee's resolution passed by voice vote without dissent.
136

137
138 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:02
139 PM.
140

141
142 Respectfully submitted,
143

144
145
146
147 Lisa Marie Anderson
148 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

Faculty						
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A	
	Milagros Denis-Rosario	(A) A		Rob Thompson	L	
	Edgardo Melendez	(A) X		Verna Segarra	(A) X	
Anthropology	Jacqueline Nassy Brown	X	Medial Laboratory Sciences	Patrick Burke	(A) A	
	Ignasi Clemente	(A) X		Shahana Mahajan	A	
	Jessica Rothman	(A) A		Robert Raffaniello	(A) X	
Art & Art History	Malik Gaines	A	Music	Dean Johnston	(A) X	
	Daniel Bozhkov	A		Jewel Thompson	A	
	Alt.Susanna Cole	(A) X		Maura Donahue	(A) X	
Biological Sciences	Harper Montgomery	(A) X	School of Nursing	Catherine Coppola	(A) A	
	Shirley Raps	A		David Keepnews	A	
	Paul Feinstein	L			0	0
Chemistry	Maria Figueiredo-Pereira	(A) X	Philosophy	Lorie Goshin	(A) X	
	Jesus Angulo	(A) X		Anita Nirenberg	(A) A	
	Akira Kawamura	L		Omar Dahbour	A	
Classical & Oriental Studies	Pamela Mills	(A) X	Physics & Astronomy	Frank Kirkland	(A) X	
		0 (A) 0		Laura Keating	(A) L	
	Joanne Spurza	X		Marilyn Rothschild	A	
Computer Science	Lawrence Kowerski	(A) A	Political Science	Kelle Cruz	(A) A	
		0 (A) 0		Ying-chih Chen	(A) X	
	Feliza Vasquez-Abad	L		Leonard Feldman	X	
Curriculum & Teaching	Saad Mneimneh	(A) X	Psychology	Zachary Shirkey	(A) X	
	Virginia Teller	(A) X		Charles Tien	(A) X	
	Nadine A. Bryce	L		Joseph Lao	A	
Economics	Jason Wirtz	A	Physical Therapy	Roseanne Flores	A	
	Steve Demeo	(A) X		Brooke Wells	(A) X	
	Ben Shuldiner	(A) X		Jason Young	(A) X	
Educational Foundations	Howard Chernick	X	Romance Languages	Herb Karpatkin	X	
	Avi Liveson	X			0 (A) 0	
	Timothy Goodspeed	(A) X			0 (A) 0	
English		0 (A) 0	School of Social Work	Rolando Perez	A	
	Leigh Jones	X		Monica Calabrito	X	
	Sarah Chinn	A		Paolo Fasoli	(A) X	
Film & Media Studies	Barbara Webb	(A) A	Sociology	Michael Perna	(A) X	
	Stephen Wetta	(A) A		Marina Lalayants	L	
	Tim Portlock	X			0	0
Geography	Bill Herman	(A) X	Special Education	Mimi Abramovitz	(A) X	
	Ricardo Miranda	(A) A		Ilze Earner	(A) X	
	Haydee Salmun	A		Mark Halling	A	
German	Jochen Albrecht	(A) X	Speech-Language Pathology and Audiology	Joong-Hwan Oh	(A) X	
		0 (A) 0		Mike Benediktsson	(A) X	
	Lisa Marie Anderson	A		Angela Mouzakitis	X	
School of Health Professions	Eckhard Kuhn-Osius	(A) A	Theatre	Elissa Brown	(A) A	
	Elke Nicolai	(A) L			0 (A) 0	
		0 (A) 0		Susan Wortsman	A	
History	Daniel Margocsy	A	Urban Affairs	Don Vogel	(A) X	
	Richard Belsky	(A) L			0 (A) 0	
	Thomas Head	(A) X		Deepsikha Chatterjee	0	X
Library	Mee'Len Hom	A	School of Urban Public Health	Mia Rovegno	(A) X	
	John Pell	(A) A			0 (A) 0	
	Jonathan Cain	(A) A		Jill Simone Gross	A	
			Stanley Moses	(A) X		
				0 (A) 0		
			Dean Johnston	X		
			Lydia Isaac	(A) X		

Students

Carol Szweci	X
Matthew Ramos	X
Alexander Lemell	X
Patricia Colon	X
Mauricio Bardales	X
Abdul Rad	X
Nicole Lyalin	X
Kidus Gebrekidan	X
Joseph Franzese	X
Kascem Hewitt	X
Ariela Hazan	X
Madiha Wasti	X
Ibrahim Alsaygh	X
Julia Camila Jones	X
Jason Sloan	L
Wilson Chow	X
Sara Shenan	X
Eamon Pickard	A
Sandrea Sicango	X
Shawn Rafeey	X
Andy Lall	X
Jonah Garnick	X
Benedict Joson	E
Nishat Tabassum	A
Asad Mannan	A
Kevin Jackson	X
Sayeda Shune	X
Candace Lawrence	X
Barukh Rohde	L
Hira Gulzar	X
Kevin Mishan	X
Abraham Gutman	X
Reginald Holder	A
Javier Picayo	X
Hameda Khandaker	X
Zhong Linda Lin	X
Ashley Wong	E
Chireau White	A
Christopher Lai	X
Roman Povolotskiy	X
Joseph Lipari	A

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	Shannon Salinas	(A) A
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Film and Media Studies	Gustavo Mercado	A
Chemistry	Gabriela Smeureanu	X
	0	0 0
Philosophy	Christa D. Acampora	A
	0	0 0

Ex-Officio

President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Anne Seifried	X
President, HEO Forum	Sharmeen Ahmed	X
President, CLT Council	Amy Jeu	X

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Provost	Vita Rabinowitz	A
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School of Nursing	Dean Gail McCain	L

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	A
Program in Religion	David Cerequas	X
Women and Gender Studies Program	Jennifer Gaboury	A

APPENDIX II

Summary of President Raab's Report

I want to share the good news that we got this morning. I would like to acknowledge our Chief Librarian that finally after a lot of work and negotiation with the NY Times today, anybody with a CUNY ID will have access to the NY Times online, free of charge. We are going to put it up on the website as well provide a link for people to find out exactly how to make this possible. This is a very big deal because it is all access. Thank you to Dan and to Curtis for this. I know it is going to mean a lot to faculty, students, and staff to have this access.

On the technology point, we ask everyone to keep their eye on the special FITT applications. It is the faculty support program for the summer. For those of you who are looking for ways to integrate technology into your teaching, we would like to support you through a grant and ICIT. While working with the Committee on Computing & Technology and Christa, we added a special proposal for faculty who would like to create a full online class. Again, thank you and we will look forward to this. We are trying to offer enough money to incentivize people.

An advisor in Student Services explained that there were a number of students, particularly transfer students who would take a fourth course in a semester if the fully online option were available. Online learning is not for everybody and not for every class, but certainly something we want to see as an alternative to the extraordinary work we are doing in the class room.

To be able to have a certain number of, particularly general education requirements, available in a fully online format that is suitable for their own schedule is something we would really like to see as an option. We believe transfer students would be interested. We have a sense of the things that the students would like to take in terms of filling their requirements and that is what their FITT proposal will be focused on. So I think Sandy Clarkson, Mark Halling, and Mitch Ahlbaum and everyone who has been working with Vita on this are going to put some final touches on it. I urge chairs to look for people in their department who are interested in thinking about online learning and to make sure that people know about this.

I wanted to focus on two particular things. First and most important is the process of the CUNY wide Performance Management Process (PMP). It is a system of evaluation of the presidential leadership that happens every year, for 11 years now. There are some changes in the format and what CUNY is going to be evaluating for the school year starting in September. Vita and I wanted to make sure that people had a sense of what the new format will look like. Some of it is very much the same and a little bit simplified. Some of it is new, we would like to put out some of the areas where the college has some discretion in what it is going to focus on.

The first slide is the university goals that CUNY gives to every college. You have seen these in chart form; they are now in a list. They are really what we will be evaluated on over the years. We have very strong success in the areas that the university looks to see. That doesn't mean that we can't do better because there is always room for improvement and new focus.

We are asking to schedule more full-time faculty in teaching students and we would like the full time faculty to increase their research productivity, knowing that they are trying to be in two places at the same time. I get evaluated on how we do on these two things.

This means that the percentage of full-time faculty teaching is never what we want it to be, and we will continue to work on that. Not to say that there are not extraordinary adjuncts because we all know that there are in this school, but we also know why it is very important for students to be exposed to full time faculty.

We have been talking about items three and four under our rubric of student success. It is extremely important that we continue to invest in it. It has been a banner year for Hunter College to have exceeded the 50 percent mark, which is something we have aspired to.

Item five and six are numbers we get from various reports, particularly the NESSE report. You have seen a lot of screens with this information for our students. For all of our students and student leaders here, if you get those surveys, please fill them out because it lets us know how we are doing.

Meeting of the Hunter College Senate 26 March 2014

The work that we have been doing in the physical renovation of the library and teaching has been leading is one example of commitment. The work in the library and improvement to our CRM system, where we are reaching students in more individualized ways, are other examples of how we are investing in both item 5 and 6. Increasing revenue is something we are always continuing to do.

That is what the university will judge the administration on. We will have to report on what you have seen. The University is asking for this to be sector goals. We are a senior college and they have picked out two areas. The first is to increase faculty satisfaction, something that the provost and I think about every day. We continually try to ask how to keep this number strong and what can we do to make your lives as faculty members more productive and satisfying.

So we are happy to hold ourselves to the standard and we need your help to figure out how to increase faculty satisfaction. CUNY has a survey called the COUCHE survey. It doesn't come from us; it comes from the survey institutions. One of the things we are glad about is that CUNY is focusing on this and telling us how they are evaluating it. Look for this survey in the next administration of Fall of 2015. We will be evaluated on this and we will remind you when we know. COUCHE is a study developed by the Harvard School of Education. It is a reputable study. Our participation rate last time was 38%, which is not great in giving us the data that we need. That is one goal we will be held to, and one that we will be asking you to help us measure.

Second one is a very important goal worth discussing. When I arrived 12 years ago, we had a strategic plan in place that called for 25% of our enrollment to be in graduate programs. We were not there and I believe that it is an important goal because we have very strong and significant masters' programs. We have phenomenal social workers, teachers, and public health workers. We also have world class programs in the arts. We have marketed, expanded, and added new ones such as those in Dance and in Play Writing. We have a special ability to do that at Hunter.

If we keep this balance we would be able to focus more on the services of the 75% undergraduates that need a broader array of services, such as more extensive advising, residential support, programming support, and class availability. If we could keep 75% of the population as undergraduate we could do a better job at providing those services. What we are seeing now in retention and graduation rate is partially correlated to capping the undergraduate population at 75% of our enrollment.

CUNY has found that most of the schools have not been doing this kind of enrollment management. However, we have been doing this over the years. There is a very steep decline in enrollment in master's programs that have dramatically impacted their revenues. The most dramatic change is in the Schools of Education, which is having an impact on CUNY's budget. It has not occurred here because we have been prepared. We have been growing in areas where there is a high demand such as Special Education. We are not only one of the best in CUNY but we are one of the best in the state and in the country. We have been strategically investing in a number of programs in the School of Education such as counseling and other areas that are in high demand. Dean Mondros' School of Social Work has done something that is truly a service to Hunter College. Dean Mondros has helped us grow our extraordinary master's program, which is in such high demand, in such way that is not a diminishing of quality. The demand and number of applicants to this program continues to grow.

Dean McCain of the School of Nursing, on a smaller scale but with no less focus on excellence, has been looking at the nursing master's program which has more demand in the field. Nurses are becoming more specialized and subsisting in places that used to be physician controlled. It has added a number of excellent focused programs including a new Doctorate in Nursing Practice which is the top clinical role for nurses in the field.

Nursing and Social Work are examples of significant growth. I am feeling very confident that Hunter is focused. We continue to invest in faculty satisfaction.

I want to spend a minute on the third area where we really do need your consultation, your advice, and your thoughts. Because the other two areas are given to us, these are areas where we are asked to choose. As you can see, we are asked to choose three to five focus areas of goals. We are working on these areas and we can show definable success in the academic year 2014-2015.

We wanted to ask you to think about those three to five items in accordance with the Strategic Plan. It would make sense to say that we have all been engaged in the Strategic Plan. I know the deans have brought these goals to their schools to ask you to create a strategic plan in accordance with the general strategic overview. Rather than reinventing the wheel, CUNY has

asked us to pick three to five priorities. Let's pick the things we are working on and continue to invest in them. These are the highlights of the focus on the strategic plan. We would like to get comments and feedback.

We selected three in which we thought there was a real level of activity. The first is the focus of enhancing our academic identity as a research and scholarship oriented institution. I think it links with faculty satisfaction in many ways. We would like to posit as a goal for 2014. Let's improving the infrastructure for research and creative activity and also help increase the amount of funded research and creative activity in scholarship. Those are two specific targets that we would say to CUNY that this is what we are going to hold ourselves to this year. We would like to ask you to think about this as one of the consensus community goals.

The second goal is our focus on student engagement. We have been talking about this with the Committee on Student Success, Committee on Computing & Technology, and the Presidential Committee on Advising. We have been talking about increasing course availability, improving pre major advising, and an early alert system. We want to inform the student if he is falling into trouble before the midterm so we can help that student. We have also talked about extra-curricular student engagement, the study abroad, the ability to work with faculty outside the classroom, the research conference that was just put on, and more.

The third is a goal that is very exciting and has become a Hunter trademark. It is the idea of breaking down the silos between departments, schools, the graduate programs, the undergraduates, and between Hunter and the wider community. We have a number of initiatives going on right now that are in the more developed stages, such as Roosevelt House that has become an explorer of interdisciplinary collaboration. We have faculty seminars with participants of every one of the five schools. We have two very strong programs in Public Policy and Human Rights. We have a Clinical Translational Science Center (CTSC) research grant that is highly interdisciplinary, including the sciences, public health, and nursing. Arts Across the Curriculum that is being so ably lead by Rebecca Conner from the English Department. The initial pilot grant that we got was \$100,000 from the Mellon Foundation and now a \$500,000 grant to work on new curriculum and faculty collaboration. We have nurses working with our writing faculty to produce memoirs, we have scientists talking to our visual artists, and we have graduate programs reaching into undergraduate curriculum. Dean Mondros is very ably taking the lead in Harlem by bring together our School of Social Work, Nursing, Public Health, Education and a variety of departments in the Arts and Sciences. We are thinking about ways in which we have come into the community. We don't want to be an academic institution that does some research and never really collaborates and becomes a part of the soul of the community and leaves. We want to leave a positive mark on the people whose lives we are now touching. Instead we are looking to become an institution that has really helped a community become healthier, better educated and more socially secure. To be able to look back and say that we can see and measure our impact. We are making progress under Jackie's leadership and this is an example of this goal in the strategic plan.

Finally there are many people here who have been working on programs that relate to the fact that many students, in addition to their majors, have a focus certificate. This indicates to the employer a certain skill sets in addition to the major. We are working on Certificates in Public Health, Arts Management, and in Business Management. Those are just some of the programs. There is also a group that is working on a Mediterranean studies idea. These are examples of strong interdisciplinary work that many people are working at Hunter. We will see the fruition of it in the academic year of 2014/2015. Those are the three areas that the Provost and I would like to present for thought and discussion. Those are the targets that we would hold ourselves for the year. Think about it and come back to us with some conversation. Our report to CUNY is due June 30th.

I just wanted to spend a few minutes talking about something else. I know that there has been a number of conversations going on in the college on the issues of facilities. First, I want to urge people to think about working within their departments on letting the chairs know on where the needs in the departments are because the annual reports are coming up. We ask every department or a school to submit an annual report to the Provost at the end of the academic year. We also request to know what type of physical infrastructure needs you have and how can we address those. We ask every chair to not only ask the P&B but to ask the entire faculty and all the staff. We can't promise you everything that's on the list but we take these reports very seriously. Andy Silver is here, he spends his summer going over these reports, entering the data and creating lists. He will need to get them on a chart so that he has a sense of how to work with Rick and others on allocating the resources, manpower, and money to do the necessary repairs.

This year we are going to add a section on the common areas, such as classrooms, that you use that also have a particular facilities issues and challenge. That way we are soliciting more opinions. It's not that we are not walking, thinking and looking. This is an opportunity to focus on them in an orderly way. We can match the needs and priorities to a funding stream. That will be coming up some time in April and we will ask what they are June. So before you leave in the end of the semester, if your chair hasn't spoken to you about it ask and give your list.

On some bigger issues, we want to let people know that there are positive things that are coming up. We have finally gotten to the top of the list for some funding for escalator repair. This is not going to be an easy or quick project, and it is not going to be a project without interference and annoyance to people's daily lives and commutes through the building. It is going to be necessary and we will do it in the most efficient way. We will provide the most information we can to minimize the inconvenience. We have 18 units that we are hoping to maintain and repair all of them between a two to three year periods.

We do have an approved funding stream and we are going to start this summer in the west building basement. So we are going to get as much done in the summer but it is not going to be possible to do this and not cause some disruption. We will ask for thoughts about information and awareness. We are going to get it done.

Another important thing is our roof replacement. There have been a lot of leaks on this roof and we are affected in the West Building, on the 8th floors. We are going to start that project. You will see a sidewalk bridge, after vacation in April. We are very glad because we have been trying to get this done for a very long time and it is also my hope that we work on it this summer.

I think that we have identified some private funding that I would like to invest in renovating this wonderful Senate room. I am hoping to have some final good news for that before we spread out for the summer.

CUNY has funded an HVAC upgrade. They are commencing a project with the East Building that is being designed as we speak. They are working on it and addressing it in the best way possible. We are hoping for results and the good news is that they are funding it. It is a project and it will be starting very soon in the next year. We will be able to see results.

A similar vexing issue is the North Building elevators. The good news is that we have just finished assessing so now we know where are the mechanical problems. It can be addressed. The actual specifics designed for the repair projects are starting next month. There is a funding stream for this project. Within the next school year we will be working on the elevators.

This is something that I am preceding with some caution because this information is provided by CUNY engineers. However, we are on them. We are pushing and advocating. We appreciate everyone's patience.

I want to give great thanks to Rick and Mitch for getting us through a brutal winter. It has had a huge impact on these building because it's an aging infrastructure. The boilers have been put through a lot this winter and the facilities staff in trying to keep them running.

8 October 2014

TO: Members of the Hunter College Senate
FM: Senate Office

RE: **Approved Curriculum Changes- Part I**

Substantive items listed below were previously mailed to Senators and Department Chairs. Thus, an opportunity for challenge and/or correction was provided. In accordance with Senate resolution the proposals for substantive changes are not attached, but are available in the Senate Office for inspection.

ROUTINE UNDERGRADUATE CHANGES

		Page:
UR-1957	DEPARTMENT OF GEOGRAPHY -Change in course titles: GEOL 33400 and GEOL 38000	2
UR-1971	ART & ART HISTORY -Change in course title and description: ARTH 260	3
UR-1973	CHEMISTRY -Change in various courses numbers	4-13

ROUTINE GRADUATE CHANGES

GR-1012	CHEMISTRY -Change in course numbers: CHEM 640LC and 641LC	14
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Change in Course Titles
Department of Geography

FROM: GEOL 33400 COASTAL GEOMORPHOLOGY	TO: GEOL 33400 COASTAL GEOMORPHOLOGY: <u>THE STUDY OF</u> <u>BEACHES</u> <u>AND COASTS</u>

Rationale: Coastal geomorphology is somewhat of an antiquated title. The new title more clearly communicates the course material and focus to students.

Consultation Statement

Is the proposed change likely to affect another Departments or Programs?

NO YES

If yes, list department/program: School of Education-BA/MA Program in Environmental Studies and Adolescence Education: Earth Science

Has the Department/Program been consulted? NO YES

FROM: GEOL 38000 ADVANCED OCEANOGRAPHY: CHEMISTRY AND PHYSICS OF THE OCEANS	TO: GEOL 38000 ADVANCED OCEANOGRAPHY: PHYSICS OF THE OCEANS

Rationale: The new title better reflects the course content.

Consultation Statement

Is the proposed change likely to affect another Departments or Programs?

NO YES

If yes, list department/program: School of Education-BA/MA Program in Environmental Studies and Adolescence Education: Earth Science

Has the Department/Program been consulted? NO YES

DEPARTMENT OF ART & ART HISTORY
Hunter College, CUNY

Routine Change in Course Title and Description

Instructions: Please complete the entire "FROM" column. Only complete the items in the "TO" column

FROM (strike through the changes)		TO (<u>underline</u> changes)	
Name	Islamic Art	Name	<u>Islamic Art and Architecture</u>
Course & Prefix	ARTH 26000	Course & Prefix	
Pre and/or Co Requisites (specify which are pre, co, or both)	Prerequisite: ARTH 11100	Pre and/or Co Requisites (specify which are pre, co, or both)	
Hours	3	Hours	
Credits	3	Credits	
Description	Art and architecture of Islamic world from 7th to 17th century, covering both East and West.	Description	<u>Introduction to the art and architecture of Islamic lands (7th to 19th centuries).</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Core Requirement	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Common Core <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society	Core Requirement (Note: If course is being considered for the Common Core, please see Appendix B for CUNY Common Core Submission Forms. The form must be submitted along with the proposal and syllabus.)	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Common Core <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society
		Effective Term	Spring 2015

2. Rationale:

The change updates the previous course title to indicate the significant emphasis on architecture in the course, and the description adjusts the time parameter to reflect recent developments in the field.

3. Consultation Statement:

Is the proposed change likely to affect other Departments or Programs?

NO YES – If yes, list department/program: _____

Has the Department/Program been consulted? NO YES N/A

Is this course cross-listed? No If so, please list all courses.

Format for Routine Changes in Existing Courses
Department/Program of Chemistry
Routine Change in Course Numbering

Table FROM: Chem 100LC		TO: Chem 10000	
Name: Essentials of General Chemistry		Name: Essentials of General Chemistry	
Course & Prefix		Course & Prefix	
Pre or Co Requisites		Pre or Co Requisites	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 102LC		TO: Chem 10200	
Name: General Chemistry 1		Name: General Chemistry 1	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Math 125 or Math 150 or equivalent		Pre or Co Requisites: Math 125 or Math 150 or equivalent	
Hours (per week)	5	Hours (per week)	5
Credits	4	Credits	4
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 102RC		TO: <u>Chem 10201</u>	
Name: General Chemistry 1 Recitation		Name: General Chemistry 1 Recitation	
Course & Prefix		Course & Prefix	
Co Requisites: Chem 102LC		Co Requisites: Chem 10200	
Hours (per week)	1	Hours (per week)	1
Credits	0	Credits	0
Description: Additional recitation for Learning Community and Honors groups (Macaulay and Yalow)		Description: Additional recitation for Learning Community and Honors groups (Macaulay and Yalow)	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 103LB		TO: <u>Chem 10300</u>	
Name: General Chemistry 1 Lab		Name: General Chemistry 1 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 102LC		Pre or Co Requisites: Chem 10200	
Hours (per week)	3	Hours (per week)	3
Credits	1.5	Credits	1.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 104LC		TO: Chem 10400	
Name: General Chemistry 2		Name: General Chemistry 2	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 102LC		Pre-Requisites: Chem 10200	
Hours (per week)	5	Hours (per week)	5
Credits	4	Credits	4
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 105LB		TO: Chem 10500	
Name: General Chemistry 2 Lab		Name: General Chemistry 2 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 104LC		Pre or Co Requisites: Chem 10400	
Prerequisite: Chem 103LB		Prerequisite: Chem 10300	
Hours (per week)	3	Hours (per week)	XXXXXXXXXXXXXXXXXXXX X
Credits	1.5	Credits	1.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 106LB		TO: Chem 10600	
Name: General Chemistry Lab		Name: General Chemistry Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 104LC		Pre or Co Requisites: Chem 10400	
Hours (per week)	6	Hours (per week)	6
Credits	3	Credits	3
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 120LC		TO: Chem 12000	
Name: Essentials of Organic Chemistry		Name: Essentials of Organic Chemistry	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 100LC		Pre-Requisites: Chem 10000	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 121LB		TO: Chem 12100	
Name: Essentials of Organic Chemistry Lab		Name: Essentials of Organic Chemistry Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 120LC Prerequisite: Chem 100LC and Chem 10100		Pre or Co Requisites: Chem 12000 Prerequisite: Chem 10000 and Chem 10100	
Hours (per week)	3	Hours (per week)	3
Credits	1.5	Credits	1.5
Description; Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 223LB		TO: Chem 22300	
Name: Organic Chemistry 1 Lab		Name: Organic Chemistry 1 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 22204 or Chem 22206 Prerequisites: Chem 105LB or 106LB or Chem 11200		Pre or Co Requisites: Chem 22204 or Chem 22206 Prerequisites: Chem 10500 or Chem 10600 or Chem 11200	
Hours (per week)	3	Hours (per week)	3
Credits	2.5	Credits	2.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 223RC		TO: Chem 22301	
Name: Organic Chemistry 1 Lab Rec		Name: Organic Chemistry 1 Lab Rec	
Course & Prefix		Course & Prefix	
Co Requisites: Chem 223LB		Co Requisites: Chem 22300	
Hours (per week)	1	Hours (per week)	1
Credits	0	Credits	0
Description: Recitation required for Organic 1 Laboratory		Description: Recitation required for Organic 1 Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 225LB		TO: Chem 22500	
Name: Organic Chemistry 2 Lab		Name: Organic Chemistry 2 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 22404 or Chem 22406		Pre or Co Requisite: Chem 22404 or Chem 22406	
Prerequisites: Chem 223LB		Prerequisites: Chem 22300	
Hours (per week)	3	Hours (per week)	3
Credits	2.5	Credits	2.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 225RC		TO: Chem 22501	
Name: Organic Chemistry 2 Lab Rec		Name: Organic Chemistry 2 Lab Rec	
Course & Prefix		Course & Prefix	
Co Requisites: Chem 225LB		Co Requisites: Chem 22500	
Hours (per week)	1	Hours (per week)	1
Credits	0	Credits	0
Description: Recitation required for Organic 2 Laboratory.		Description: Recitation required for Organic 2 Laboratory.	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 322LC		TO: Chem 32200	
Name: Organic Chemistry 3		Name : Organic Chemistry 3	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 22404 or Chem 22406		Pre-Requisites: Chem 22404 or Chem 22406	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 376LC		TO: Chem 37600	
Name: Biochemistry 1		Name: Biochemistry 1	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 22404 or Chem 22406		Pre-Requisites: Chem 22404 or Chem 22406	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 377LC		TO: Chem 37700	
Name: Biochemistry 2		Name: Biochemistry 2	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 376LC or Biol 30000		Pre-Requisites: Chem 37600 or Biol 30000	
Hours (per week)	3	Hours (per week)	XXXXXXXXXXXXXXXXXXXXX X
Credits	3	Credits	XXXXXXXXXXXXXXXXXXXXX X
Description: Lecture		Description: Lecture	
		Effective Term: Fall 2014	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 378LB		TO: Chem 37800	
Name: Biochemistry Lab		Name: Biochemistry Lab	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 223LB and Chem 376LC or Chem 640LC		Pre-Requisites: Chem 22300 and Chem 37600 or Chem 64000	
Hours (per week)	3	Hours (per week)	XXXXXXXXXXXXXXXXXXXX X
Credits	3	Credits	XXXXXXXXXXXXXXXXXXXX X
Description: Laboratory		Description: Laboratory	
		Effective Term: Fall 2014	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 352LC		TO: Chem 35200	
Name: Physical Chemistry 1		Name: Physical Chemistry 1	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 24900 and Math 155 and Phys 121		Pre-Requisites: Chem 24900 and Math 15500 and Phys 12100	
Hours (per week)	3	Hours (per week)	XXXXXXXXXXXXXXXXXXXX X
Credits	3	Credits	XXXXXXXXXXXXXXXXXXXX X
Description: Lecture		Description: Lecture	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 355LB		TO: Chem 35500	
Name: Physical Chemistry 1 Lab		Name: Physical Chemistry 1 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 352LC		Pre or Co Requisites: Chem 35200	
Prerequisites: Chem 24900		Prerequisites: Chem 24900	
Hours (per week)	3	Hours (per week)	3
Credits	1.5	Credits	1.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY
Routine Change in COURSE NUMBERING

Table FROM: Chem 357LB		TO: Chem 35700	
Name: Physical Chemistry 2 Lab		Name: Physical Chemistry 2 Lab	
Course & Prefix		Course & Prefix	
Pre or Co Requisites: Chem 35600		Pre or Co Requisites: Chem 35600	
Prerequisites: Chem 24900		Prerequisites: Chem 24900	
Hours (per week)	3	Hours (per week)	3
Credits	1.5	Credits	1.5
Description: Laboratory		Description: Laboratory	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY

Routine Change in COURSE NUMBERING

Table FROM: Chem 640LC		TO: Chem 64000	
Name: Biochemistry 1		Name: Biochemistry 1	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 22404 or Chem 22406		Pre-Requisites: Chem 22404 or Chem 22406	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture (Graduate level)		Description: Lecture (Graduate level)	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

Department/Program of: CHEMISTRY

Routine Change in COURSE NUMBERING

Table FROM: Chem 641LC		TO: Chem 64100	
Name: Biochemistry 2		Name: Biochemistry 2	
Course & Prefix		Course & Prefix	
Pre-Requisites: Chem 376LC or Biol 30000		Pre-Requisites: Chem 37600 or Biol 30000	
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description: Lecture (Graduate level)		Description: Lecture (Graduate level)	
		Effective Term: Spring 2015	
<p>Rationale: Because of the alpha-numeric course codes assigned by CUNYfirst, several of our lectures with associated labs and recitations are listed in very different places such that students often have difficulty finding the appropriate class. For example, the chemistry laboratory 100.LB is displayed many, many pages away from the chemistry lecture 100.00. There are numerous instances of this that are extraordinarily time consuming to identify, contact, and explain to students.</p>			

October 8, 2014

**RESOLUTION ESTABLISHING THE WOMEN AND GENDER STUDIES DEPARTMENT IN
THE HUNTER COLLEGE SCHOOL OF ARTS & SCIENCES**

RESOLVED, that effective January 28, 2015, the Hunter College Department of Women and Gender Studies shall be established in the School of Arts & Sciences as part of the Division of Social Sciences with all of the rights and responsibilities of a department.

Explanation:

The Women and Gender Studies Program (WGS; formerly, Women’s Studies) at Hunter College was one of the first such programs in the country. Officially established in 1975, the program emerged as part of larger intellectual, political, and pedagogical movements that sought to redress omissions of the study of gender, sexuality and racial-ethnic minorities in undergraduate university curricula. Because of its location in a predominantly urban, public-sector institution that historically was the first to serve young women of all ethnic and class backgrounds, Hunter’s Women and Gender Studies Program was, from its very beginning, conscious of its special mission of diversity and inclusion.

Hunter’s Women and Gender Studies Department will be the first of its kind within CUNY, and its creation will allow CUNY to join the ranks of other R1 institutions that recognize the importance of study of this area in a liberal education.

In the spring of 2011, a presidentially appointed Task Force recommended the creation of a WGS department in its final report. Among its reasons for supporting the creation of a WGS department, the Task Force highlighted the facts that “WGS is a discipline with its own concepts and theoretical domain, as well as being an interdisciplinary field that intersects with other fields in the sciences and humanities”; “student success for this popular major depends on departmental status” to provide students with greater programmatic stability, course availability, and access to academic advising and support; and the change will “provide better articulation with CUNY community colleges and the CUNY Graduate Center.”

WGS has grown rapidly in size, complexity, and function in recent years. According to analysis by the National Women’s Studies Association, WGS at Hunter College is among the largest of such entities in the country based on student enrollment, which has surged in the past decade from 38 majors in 2001 to over 90 majors and 20 minors in 2012. Every year more than 1500 students take WGS 100 Introduction to Women’s Studies and WGS 201 Classics in Feminist Thought in order to fulfill a portion of their Pluralism and Diversity requirements. Because WGS carries such a large burden in terms of helping students fulfill general education requirements, it must routinely turn students away from overenrolled WGS courses that students are taking both to fulfill major and minor requirements as well as other college requirements. Departmental status will allow for thoughtful programmatic development and long term planning so that WGS courses will be available to the students who need them.

The Women and Gender Studies Department will maintain and expand its commitments to its majors by providing students with greater administrative stability, ensured access to required courses, and opportunities for interdisciplinary study. The new department will also maintain its commitment to the general education of Hunter College students through its vast array of courses satisfying college-wide requirements. Departmental status will also allow WGS to expand its contributions to public health, social work, human rights, and developments in various sciences.

The WGS program has sustained itself because of the commitment and generosity of 49 faculty from 25 departments and programs across Hunter College, many of whom have dedicated time to the administration and governance of the program by serving on its policy committee. In addition to its regular academic curriculum, the program contributes to the life of the college through planning and sponsorship of campus-wide events. Since 2004, the program has organized and co-sponsored over 85 events. In these respects, the program already functions in many ways like a department, and it deserves the levels of autonomy and support afforded academic departments.

The college has developed and begun to implement a plan for bringing the new department up to the minimum size of five faculty. The plan called first for the hire of a senior scholar and seasoned academic leader to chair the new department. With the full support of the two dedicated WGS faculty (one currently appointed in the Department of Geography, the other in the Department of Political Science), Hunter searched for and hired the first chair of the Department of Women and Gender Studies in August, 2014. She is currently housed in the Department of Anthropology. Within the next three years, depending upon the specified needs of the new department as defined by its proposed membership, two more faculty will be added either via internal transfers from existing Hunter departments or through external searches and the establishment of new faculty lines, subject to financial availability. A slightly different version of this resolution was approved by the Hunter College Senate on October 23, 2013. The current resolution with the corrected date was presented to the Senate on October 8th, 2014. A separate resolution regarding the transfer and appointment of personnel to the new Department of Women and Gender Studies will be entered into the Chancellor's University Report. Contingent upon the approval of the Board of Trustees, one designated faculty member from each of the Departments of Anthropology, Geography and Political Science will be transferred to the new Department of Women and Gender Studies.

SENATE NEWS BULLETIN

Office of the Hunter College Senate

Room 1018 E

senate@hunter.cuny.edu

NO. 5

25 September 2014

H.C. SENATE ELECTS OMBUDSMAN THIS FALL

The procedures for nominating and electing a candidate are as follows:

Eligibility

“Any member of the College community, eligible to serve on the Senate, may be nominated by any member of the Hunter College community in good standing, or may nominate herself or himself for the position of Hunter College Ombudsman” (excerpt from the *Charter for a Governance of Hunter College*, Article XII, Section 2).

Nominating Procedure

Nominations shall be made: (a) by filing nominations with the Senate Office in Room E1018 before October 3rd, or (b) by announcement on the Senate floor at the Senate meeting on October 8th, 2014. Thus, the Senate meeting on October 8th is the last time to nominate candidates.

Documentation

All candidates who accept nomination must submit to the Senate Office in Room E1018: (a) a *resume*, (b) a *statement of platform or intent* not to exceed 500 words; and (c) sign the form accepting the *Agreement with the President* and the definition of the Office of Ombudsman as stated below in the excerpt from the Hunter College Governance Charter. Candidates must submit all three documents for their candidacy to be validated. Only valid candidates will appear on the ballot on October 22nd.

Timetable for Nominations and Election

October 8th Senate Meeting

Senate Secretary reads a list of validated candidates, and a list of those candidates who have partially completed the necessary documentation. The floor will then be open for further nominations (the agreement may be signed later). There will be no nominating speeches on the floor of the Senate at this meeting.

October 10th 5:00 PM -- Mailing Deadline

Nominations and statements received in the Senate Office in final form by 5:00 PM on October 10th for all validated candidates will be mailed to the Senate membership for the October 22nd Senate meeting.

October 16th 5:00 PM -- Absolute deadline for receiving documentation

No documentation will be accepted after 5:00 PM on October 16th, and no candidacy may be entered for which the required documentation is not filed by this time.

October 22nd Senate Meeting -- Election of Ombudsman

The first item of business on the Administrative Committee Report shall be the election of Ombudsman. A list of all candidates will be distributed to the Senate members. The Senate Secretary or the Chair of the Administrative Committee will read off the list of candidates for the last time. At that point, when her or his name is called, the candidate will rise if (s)he so chooses to be physically identified, and may give a short presentation. In no case will nominations be accepted from the floor of the Senate at this meeting. Voting will proceed according to the rules as set out in Article XII, Section 2, of the Hunter College Governance Charter; the winner will be determined in the same manner.

Duties of the Ombudsman

Article XII, Sec.4 of the Hunter College Governance Charter states:

“The Hunter College Ombudsman shall consider complaints and grievances that are brought by any member of the Hunter College community, concerning a condition or problem in the College, may investigate the conditions giving rise to such complaints and may refer cases to others when the usual appeals procedures seem adequate. The Ombudsman will undertake independent investigations, in general, only if the usual procedures have proved inadequate or have been exhausted, and shall be empowered to recommend action to any officer or to any committee or organization of the College. The Ombudsman shall from time to time report on his or her work to the Hunter College Senate; and may otherwise publicize the results of investigations.”

8 October 2014

**RESOLUTION RE CHANGE IN STRUCTURE OF
SENATE CURRICULUM COMMITTEES**

RESOLVED: The structure of the Hunter College Senate curriculum committees, including Undergraduate Course of Study and Graduate Course of Study and Academic Requirements Committee, shall be altered so as to permit the election of Deputy Chairs.

RATIONALE: Curriculum committees meet with greater frequency than other Senate committees, and the responsibilities for leading meetings can be challenging. The availability of a Deputy Chair will enable committees to meet in the absence of the Chair, and the structure will facilitate continuity and support leadership transitions.

8 October 2014

Nominees for CUNY Common Core Committee

The committee will be established for a two-year term and will operate through the 2015-16 academic year. The two-year period will allow the committee to review courses in a timely manner without delay due to committee reconstitution each year.

SUBCOMMITTEE ONE: "ENGLISH COMPOSITION," "CREATIVE EXPRESSION," AND "INDIVIDUAL AND SOCIETY."

- Mark Bobrow, English
- Michael Dowdy, English

SUBCOMMITTEE TWO: "MATHEMATICAL AND QUANTITATIVE REASONING," "LIFE AND PHYSICAL SCIENCES," AND "SCIENTIFIC WORLD."

- Robert Thompson, Mathematics & Statistics

SUBCOMMITTEE THREE: "WORLD CULTURES AND GLOBAL ISSUES" AND "U.S. EXPERIENCE IN ITS DIVERSITY."

- Manu Bhagavan, History

5 March 2014

Report by the Nominating Committee

The Nominating Committee is submitting the following nominations for seats currently vacant on Senate Committees:

1. Undergraduate Course of Study Committee

Faculty from Humanities & Arts:

Janet Neary (English)

Students:

Roman Povolotskiy

Joseph Lipari

2. Undergraduate Academic Requirements Committee

Students Alternate:

Chireau White

3. Committee on the Budget

Faculty Alternates:

Jason Young (Psychology)

4. Committee on the Library

Students Alternates:

Asad Mannan

5. Grade Appeals Committee

Students:

Jonathan Ayala

Students:

Chireau White

Students:

Roman Povolotskiy

6. Charter Review Committee

Faculty from Education:

Sandra Wilde (Curriculum & Teaching)

Faculty from Health Professions:

David Keepnews (Nursing)

Student Alternates:

Elie Chaudry

7. Committee on Computing and Technology

Faculty from Health Professions:

Martin Dornbaum

8. Committee on Academic Freedom

Student Alternates:

Zhong Lin

9. Committee on Academic Assessment & Evaluation

Faculty from Nursing:

Christine Cutugno

Faculty from Health Professions:

Elizabeth Geltman (Urban Public Health)

A&S At Large:

Zachary Shirkey (Political Science)

A&S At Large:

Iryna Vushko (History)

A&S At Large:

Wendy Hayden (English)

10. General Education Requirements Appeals Committee

Student Alternate:

Ashley Wong

11. Select Committee on Honors

Faculty from A&S:

Jason Young (Psychology)

Faculty from A&S:

Jacqueline Brown (Anthropology)

Faculty from A&S:

Rick Belsky (History)

At-Large:

Owen Gutfreund (Urban Affairs & Planning)

At-Large:

Carmen Melendez-Vasquez (Biological Sciences)

At-Large:

Ivone Margulies (Film & Media)

Alternate:

Sylvia Tomasch (English)

Alternate:

Evelyn Ender (Romance Languages)

MHC:

Jonah Garnick

THHP:

Sarah Foster

At-Large:

Abdul Rad

Note: The following vacancies remain, and we will try to fill them at our next meeting. If you are interested in joining a Senate committee, or if you have a recommendation, please contact the Senate Office (772-4200). We would greatly appreciate your help in soliciting student interest for service on committees.

Undergraduate Course of Study Committee: (Tuesdays 12-2)	2 Student Alternates, Chief Academic Officer or designee
Graduate Course of Study & Academic Requirements Committee	Faculty Social Sciences, 2 Students, 2 Students Alternates, Chief of Academic Officer or designee
Undergraduate Academic Requirements Committee	Faculty from Humanities & Arts, Faculty Alternate, 2 Student Alternates, Chief of Academic Officer or designee.
Departmental Governance Committee	Faculty from Sciences & Mathematics, Faculty Alternates, Student Alternate
Calendar Committee	Faculty Alternate, 2 Students, 2 Students Alternate, Ex-Officio Dean of Students, Dir. Of Evening Students Services.
Committee on the Library	1 Student Alternate
Grade Appeals Committee	1 Faculty Alternate
Nominating Committee	1 Faculty Alternate
Master Plan Committee	Faculty Alternate
Committee on Evaluation of Teaching	2 Faculty Alternate
Charter Review Committee	Faculty Science & Mathematics
Committee on Computing & Technology	Faculty Alternate
Evening Council	Faculty Sciences & Math, Faculty Social Sciences, Faculty Education, Faculty School of Professions, Faculty Library, Faculty At-Large, 2 Student Alternates, Ex-Officio Evening Affairs Commissioner/ Undergrad. Student Government
Committee on Academic Freedom	Faculty Social Sciences, Faculty Health Professions, Faculty Social Work, 1 Faculty Alternate, HEO Alternate, Chief Academic Officer or Designee.
Committee on Assessment & Evaluation	2 Faculty Alternate, 2 Students from A&S, 2 Student Alternates
Committee on General Education	Faculty Social Sciences, Faculty At-Large A&S, Faculty Health Sciences, Student Alternate, Chief Academic Officer or designee
GER Appeals Committee Select Committee on Student Success	1 Faculty, 1 Ex-Officio, 2 Faculty Alternate, 1 Faculty
Special Advisory Committee on Academic Functions at Roosevelt House (RHAC)	Faculty Health Professions, Faculty Economics
Committee on Honors:	2 Faculty Alternates, Chief Academic Officer or designee, 2 Academic Coordinators, Deans from schools with undergraduates (or designees), Director of Financial Aid (or designee)

8 October 2014

Hunter College, School of Arts and Sciences - Academic Excellence Fees for Graduate Programs:

RESOLVED, that The City University of New York adopt a schedule of academic excellence fees for students in Master of Fine Arts program in the School of Arts and Sciences at Hunter College, effective with the Spring 2015 semester and as detailed below:

Masters of Fine Arts Programs in Studio Art

Resident Full-time students:	\$40 per credit
Resident Part-time students:	\$40 per credit
Non Resident Full-time students:	\$40 per credit
Non Resident Part-time students:	\$40 per credit

EXPLANATION: The Hunter College MFA Program in Studio Art is one of the most highly selective programs in the nation. The challenges of incorporating into the program rapid advancements in art-related technologies and offering focused training for students make it critical to have an academic excellence fee to reinvest in the program. The College will continue to administer financial aid to assist students with the completion of their studies, and to bear the basic operating cost of studio art facilities.

The program is highly competitive, due to its excellent programming and its affordability when compared to other leading East Coast MFA programs. This unique blend of quality education and low cost attracts a diverse and exceptional student body.

The AEF will provide additional resources, particularly for equipment and for special programs like lectures and panel discussions. Furthermore, the fee-generated revenue will support the purchase of course materials and leverage the purchasing power of the College to reduce prices paid. Lastly, the fee can be used to raise the profile of the program and its students, a key element in giving them a market advantage in a competitive environment.

BYLAWS of the HUNTER-BELLEVUE SCHOOL OF NURSING

ARTICLE I – ORGANIZATION

1. **Dean:** The School of Nursing (SON) is led by a Dean, appointed by the President of the College in accordance with Article VIII, Section 13 of the *Charter for a Governance of Hunter College*. The Dean collaborates with other Deans and college administrators to support the SON and the overall mission of Hunter College. For academic issues, the Dean reports to the Provost. As chief academic and administrative officer of the School, the Dean is responsible for the operations of the School; leading strategic planning; faculty recruitment, development and evaluation; student and alumni relations; and managing the SON budget. In addition, the Dean leads in interdisciplinary collaboration and works with the Office of Institutional Advancement on development.
2. **Associate and Assistant Deans:** With the approval of the President and in accordance with the Bylaws of the CUNY Board of Trustees, the Dean may appoint associate and/or assistant deans. The associate and/or assistant deans will have such responsibilities as may be assigned to them by the Dean and shall report to the Dean.
3. **Program Directors:** The Dean shall appoint Program Directors from within the faculty, who shall be responsible for the direction and implementation of program curricula and perform other duties necessary to assure program quality. Program Directors shall include a Director of Undergraduate Programs and a Director of Graduate Programs. The Dean may also appoint other program directors or associate directors. In consultation with the Dean the Program Directors shall appoint coordinators of each specialty area or degree track. They shall also perform other duties necessary to assure program quality. The Program Directors are responsible to the Dean and shall work in collaboration with the Assistant and Associate Deans.
4. **Faculty Responsibilities:** Faculty shall be responsible for the formulation of academic policy related to the admission, progression and retention of students, curriculum, student advisement, and the quality of programs in nursing and research. The faculty shall also be responsible for policy regarding selection, retention and promotion of faculty, consistent with the Bylaws of the CUNY Board of Trustees and other CUNY or College policies. It shall govern its own affairs in accordance with the Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College* and conduct the educational affairs customarily carried out by a college faculty. All full-time faculty are expected to attend SON faculty meetings and the meetings of the committees to which they are appointed.
5. **Secretary:** The Dean shall assign a SON staff member to serve as secretary of the SON faculty. The Secretary shall distribute the Agenda for faculty meetings and prepare the minutes of these meetings. The Secretary shall have charge of all records, files, minutes and official documents related to the faculty organization. The secretary shall distribute copies of the minutes to all members. The secretary shall send notice of the actions taken at faculty meetings as necessary and shall notify members of faculty meetings, keep a central calendar for meetings and perform related duties assigned by the Dean. In the event that the Secretary is unable to attend a faculty meeting, the Dean shall designate an acting Secretary.

ARTICLE II – MEMBERSHIP

Except as otherwise provided herein, voting faculty shall include:

1. **Faculty rank:** Individuals with faculty rank are those defined in Article VIII, Section 8.1 of the Bylaws of the CUNY Board of Trustees (holding the title of professor, associate professor or assistant professor).
2. **Faculty status:** Individuals with faculty status are those defined in Article VIII, Section 8.2 of the Bylaws of the CUNY Board of Trustees (persons employed in the titles of instructor or lecturer [full-time] who have been reappointed on an annual salary basis for a third or later year of continuous full-time service). Lecturers who hold a Certificate of Continuous Employment (CCE) may vote on all SON matters. Other individuals with faculty status may vote on SON matters except for the election of the SON Personnel & Budget Committee.
3. **Others:** Individuals appointed to Distinguished Lecturer or Clinical Professor positions may vote on SON matters except for the election of the SON Personnel & Budget Committee.

ARTICLE III – REPRESENTATIVES TO OTHER BODIES

The SON is an integral part of Hunter College and CUNY, and as such, participates actively in the affairs of both, including decision-making processes conducted by representative bodies. When making appointments (for those representatives who are not required by Hunter College rules to be elected), the Dean shall consider the goal of wide participation of nursing representatives.

1. Representatives to College-Wide Bodies

- A. **Hunter College Senate:** SON representatives to the Hunter College Senate shall be elected as provided in *The Charter for a Governance of Hunter College*. The voting faculty (as defined in the *Charter*) shall elect a minimum of two representatives to the Senate (the exact number to be determined in accordance with the Senate's procedures) and alternate representatives, each of whom shall serve in the absence of one of the elected representatives. These representatives shall report on the activities of the Senate at SON faculty meetings.

In addition, SON faculty members are encouraged to participate in Hunter College Senate committees by indicating their preference to the College Senate office.

- B. **Hunter College Faculty Personnel & Budget Committee:** Except as may be otherwise provided by the rules governing the Hunter College Faculty Personnel & Budget (FP&B) Committee, the Dean and two (2) members of the SON Personnel & Budget Committee selected by the voting faculty represent the SON on the Hunter College FP&B Committee. The Dean of the SON sits on the Hunter College FP&B Committee with voice but no vote.
- C. **Faculty Delegate Assembly:** SON representatives to the Faculty Delegate Assembly (FDA) shall be elected as specified by the requirements of the FDA.

2. Representatives to Divisional Bodies

- A. **Divisional Curriculum Committee:** The chair of the SON Curriculum Committee, one faculty member of the Curriculum committee selected by that committee, and one student represent the SON on the Divisional Curriculum Committee.
- B. **Divisional Personnel & Budget Committee:** The Dean of the SON and the two members of the SON P&B Committee who serve on the Hunter College P&B Committee shall represent the SON on the Divisional P&B Committee. The Dean of the SON chairs the Divisional P&B Committee and has voice but no vote.
- C. Members of ad hoc committees and task forces may be appointed by the Dean from time to time.

ARTICLE IV – SON FACULTY MEETINGS

1. Meetings

- A. The SON faculty shall meet at least twice every semester at times and dates to be announced at the beginning of the academic year. The agenda of each regular meeting shall be sent to all faculty at least five business days prior to the meeting.
- B. Additional meetings may be called at the discretion of the Dean, with written notice of the time, place and agenda provided at least 5 business days in advance of the meeting. In addition, the Dean shall call a faculty meeting within ten working days of receiving a written request of 20% of the voting members.
- C. Notice of faculty meetings may be sent by email.
- D. Meetings shall be open to all voting members of the SON. Other individuals who shall be eligible to attend faculty meetings without vote are:
 - a. Faculty and instructional staff not identified in (a) above, including adjunct faculty.
 - b. Students who currently serve on a SON committee.
 - c. SON staff members designated by the Dean.
 - d. Other individuals designated by the Dean.

2. Rules of Order

- A. *The presiding officer* at faculty meetings shall be the Dean. In the absence of the Dean, an Associate or Assistant Dean will preside.
- B. A quorum consists of a simple majority of the voting faculty of the SON.

- C. The presiding officer may appoint an individual who is eligible to vote at faculty meetings as a parliamentarian. Except where it conflicts with these Bylaws, the latest edition of *Robert's Rules of Order* shall apply.
- D. The Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College* shall supersede any SON Bylaws where inconsistencies exist.

ARTICLE V– COMMITTEES

The SON shall establish the following committees:

1. **Personnel & Budget Committee:** As required by the Bylaws of the CUNY Board of Trustees, there shall be a SON Committee on Personnel & Budget (P&B). The Dean of the SON shall serve *ex officio* as Chair with voice but no vote.
 - A. **Membership:** The P&B committee shall consist of 5 SON faculty with faculty rank (holding the title of professor, associate professor or assistant professor), at least 4 of whom must have tenure and first and second alternate members, also having faculty rank, at least one of whom must have tenure.
 - B. **Responsibilities:** The P&B committee shall carry out the responsibilities designated by the CUNY Board of Trustees concerned with budgetary and personnel matters as they affect the SON, especially the recruitment, appointment, reappointment, promotion and tenure of SON faculty.
 - C. **Meetings:**
 1. The P&B committee shall meet at least twice each semester and as often as necessary to fulfill its duties.
 2. Meetings of the P& B Committee are closed.
 3. Alternate members attend meetings only when replacing a regular member.
 - a. In the event that a member is unable to attend a meeting, the first alternate shall attend in his or her place. In the event that an additional member is unable to attend, or if the first alternate is unavailable, the second alternate shall attend.
 - b. In the event that a member of the committee is unable to complete her or his term, the first alternate member shall serve for the duration of that member's term. If an additional vacancy occurs, the second alternate will serve for the duration of that member's term.
 - i. In the event that the first alternate is unable to complete her or his term, the second alternate shall assume the office of first alternate, and the faculty shall hold an election for a new second alternate.

- ii. In the event that the second alternate is unable to complete her or his term, the faculty shall hold an election for a new second alternate.
4. Decisions regarding appointment, reappointments, reappointment with tenure, and promotion of academic personnel shall require a majority vote of all members of the P&B Committee and shall be by secret ballot. The result of the balloting shall be duly recorded in the minutes. The recommendations of the P&B Committee shall be submitted by the Dean to the President and the appropriate college committee on Personnel & budget in accordance with procedures set forth in the Bylaws of the CUNY Board of Trustees.

D. Election Procedure

- a. The five faculty members and two alternates shall be elected by a majority of voting faculty. (For purposes of the P&B election, the Dean is not eligible to vote). Elected terms are for three years.
- b. Elections are held by secret ballot during the first week of May every three years. Votes must be cast in person.
- c. Elections shall be overseen by the Policy & Student Affairs Committee and held in accordance with requirements of the Bylaws of the CUNY Board of Trustees.

2. Additional SON Standing Committees

The following standing committees of the SON provide the structure for presentation of new ideas, divergent views and relevant discussion by nursing faculty, students and administrators. Faculty members of standing committees are appointed for 3-year terms by the Dean in consultation with the Associate and Assistant Deans and Program Directors. Each committee is responsible for regular review of the matters assigned to it, preparing recommendations as needed for action by the voting faculty.

A. Eligibility and Procedures

- i. Except as otherwise provided herein, each committee will include at least three full-time faculty members and one student.
- ii. One faculty member of each committee will be appointed by the Dean to serve as chair for a term of one year.
- iii. Student members will be appointed by the Dean from nominees identified by Program Directors, faculty, or other students and shall serve for one year. Each Committee will meet three times each semester, or as often as needed to carry out its duties.
- iv. Instructors, lecturers and college lab technicians may, during their first and second years of appointment, serve on standing committees of the SON except the P&B Committee. Thereafter, they are also eligible to chair a standing committee. They may

vote on matters brought before the standing committees on which they serve.

B. Policy and Student Affairs Committee: Membership of this committee shall be consistent with Article XI, Sections 1 and 2 of the *Charter for a Governance of Hunter College*, including provisions regarding student representation.

i. Responsibilities:

- a. Review the Bylaws of the SON at least every 3 years and prepare proposals for amendments.
- b. Organize and conduct the nominations and elections required by these Bylaws in accordance with these Bylaws, the Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College*.
- c. Review and propose revisions to criteria for admission into each of the nursing programs.
- d. Review and implement policies related to the progression, retention, and graduation of students enrolled in the nursing programs;
- e. Establish criteria for student awards and honors and recommend students for such awards and honors.
- f. Review requests to conduct research with SON students or faculty and refer such requests to the SON Center for Nursing Research for recommendations related to participation.

C. Curriculum Committee

i. Responsibilities:

- a. Review the curricula of each SON program at least once every 3 years to determine if objectives of the programs are being met in an effective manner and propose any needed changes to the full faculty.
- b. Review the curricula of each SON program at least once every 3 years to determine if objectives of the programs are being met in an effective manner and propose any needed changes to the full faculty.
- c. Review, prepare amendments if needed, and present to the voting faculty all proposals for new programs or tracks in nursing.
- d. Review, prepare amendments if needed, and present to the voting faculty all proposals for experimental and/ elective courses in nursing.

- e. Designate representative(s) to the Divisional Curriculum Committee.
- f. Plan for coordination between the SON curricula and those of other Schools and departments of Hunter College.

D. Evaluation of Teaching Committee

- i. Responsibilities:

Facilitate completion and use each semester of the Hunter College Student Evaluation of Teaching survey, as required by the *Charter for a Governance of Hunter College*.

E. Standards and Accreditation Committee

- i. Responsibilities:

- a. Oversee the implementation of a plan of program evaluation in relation to the SON Mission and Goals.
- b. Develop and implement evaluation tools to measure program objectives and the standards of accreditation bodies.
- c. Monitor and evaluate outcomes of all programs.
- d. Analyze collected data and make recommendations for action based on that analysis.

F. Additional SON Committees

- i. The SON faculty or the Dean may establish additional committees to respond to any issue not covered by the standing committees listed in these bylaws.
- ii. The Dean will appoint the Chair and members of any such committee in consultation with the Associate and Assistant Deans and Program Directors.

G. Rules of Order

Unless otherwise specified at the time the committee is created, a majority of the entire committee shall constitute a quorum. Except with respect to the P&B Committee, the act of the majority of committee members present at a meeting at which a quorum is present shall constitute the act of the committee.

ARTICLE VI – AMENDMENTS

1. Procedures

- A. All proposed amendments to these Bylaws shall be submitted in writing to all voting faculty at least five working days in advance of the meeting at which they are to be considered.
- B. Amendments must be approved by a two-thirds majority of the voting faculty who are present at the meeting at which the vote takes place.
- C. Amendments become effective as soon as they are approved by all relevant governance bodies including the Hunter College Senate.
- D. In the event that the Bylaws of the CUNY Board of Trustees or the *Charter for a Governance of Hunter College* are amended or provisions deleted or waived, the corresponding SON Bylaws shall be deemed to have been similarly amended, deleted or waived.

Adopted by Hunter-Bellevue School of Nursing faculty May 1, 2013

Additional revisions approved at the May 7, 2014 SON Faculty as requested by
Department Governance Committee

Awaiting Senate Approval