

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, 25 October 2017, from 3:30 to 5:25 P.M., Room W714

AGENDA

- 1. Brief Remarks by the Chair**
- 2. Distribution of September 27**
- 3. Report by the President**
- 4. 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:	Alexa Michel (Biology)
	Milana Khaitova (Psychology and Biology)
	Polina Safovich (Human Biology)
 - b) Approved Curriculum Changes**

The following curriculum changes as listed in the attached Report dated 25 October 2017 have been approved as per Senate resolution and are submitted for the Senate's information. Item: GR-1180 School of Social Work (Change in courses)
 - c) Election of Ombuds Officer and Voting Procedures**
 - d) Election of Nominees for Search Committee for Vice President of Academic Affairs and Provost and Voting Procedures**
- 5. Report by the Committee on General Education**
- 6. Report by the Undergraduate Academic Requirements Committee**
- 7. Report by the Ombuds Officer**
- 8. DACA Resolution**
- 9. Old Business**
- 10. New Business**

25 October 2017

TO: Members of the Hunter College Senate

FM: Senate Office

RE: Approved Curriculum Changes

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.

GRADUATE ROUTINE CHANGES

		Pages
GR-1180	SCHOOL OF SOCIAL WORK -Change in courses: SSW 72100, 72200, 72300, and 72400	2-3

Substantive Proposals: Format for Changes in Existing Courses

Includes changes in course number, title, hours, credits, pre- or co-requisites, description, and/or prefix. Such proposals should be presented in the following format. To the extent possible, highlight (underline or bold) replacement language.

Each substantive curriculum proposal must include a current syllabus conforming to the requirements as specified in *Section III* (above).

1. Header: **Department/Program of Silberman School of Social Work**
Substantive Change in Title of courses
(No substantive change in course content)

2. Table

FROM (strikethrough the changes)		TO (<u>underline changes</u>)	
Name		Name	
SSW721	Clinical Practice with Individuals and Families I	SSW721	Clinical Practice with Individuals Families, <u>and Small Groups</u> I
SSW722	Clinical Practice with Individuals and Families II	SSW722	Clinical Practice with Individuals Families, <u>and Small Groups</u> II
SSW723	Clinical Practice with Individuals and Families III	SSW723	Clinical Practice with Individuals Families, <u>and Small Groups</u> III
SSW724	Clinical Practice with Individuals and Families IV	SSW724	Clinical Practice with Individuals Families, <u>and Small Groups</u> IV
Pre and/or Co Requisites (specify which are pre-, co-, or both)		Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)		Hours (per week)	
Credits		Credits	
Description		Description	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable	Liberal Arts Changes in LA status should be reflected in the course learning Outcomes listed in the sample syllabus.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC		Grading Scale C/NC? Undergraduate A-F; Graduate A-C, F; C/NC	

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 use CUNY Common Core Submission Forms [see <i>section VI</i> below]. The form must be submitted along with the proposal and syllabus.)	<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
		Effective Term Note: Most proposals take 2-3 semesters to be available for student to register	FALL 2017

3. Rationale: Make all the courses titles in this sequence consistent.

4. Consultation Statement:

a) 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

b) Is this course cross-listed? If so, please list all courses affected. NO

c) Does this affect the Library? NO YES

Have you consulted the subject liaison? NO YES

For new courses or programs, please consult.

5. Syllabus: Each substantive curriculum proposal must include a current syllabus conforming to the requirements as specified in Section III above.

25 October 2017

Voting Procedures for Election of Ombuds Officer

1. The candidate will be introduced and will have up to three minutes to make a brief presentation if he so chooses.
2. The Senate Chair shall occupy the microphone, and shall resolve questions if they arise. All questions from the floor about procedure shall be directed to the Chair.
3. Voting will be conducted in accordance with Article XIII, Section 2, of *Charter for a Governance of Hunter College*, which states:

“Each candidate shall be voted on individually by a for-or-against vote, the appointment going to the candidate with the highest plurality of for-votes, provided their number exceeds two-thirds of the number of representatives present and voting.”

4. Appointed tellers will distribute a voting ballot for each round of voting. The ballot will have the following printed on it:

Round # ____

NAME

[] FOR

[] AGAINST

5. Each senator shall vote **For OR Against** the candidate by placing a checkmark in one of the boxes below the candidate’s name.
6. For a candidate to be elected, the candidate must have received the votes on more than 2/3 of the valid ballots cast.

In announcing the results of each round of voting, the Chair will announce:

1. The total number of valid ballots cast
2. The number of votes needed for election
3. The number of votes received by the candidate

The Chair will then announce whether or not there is a winner.

7. If no candidate has received the requisite number of votes to win, Chair will order another round of voting following the procedures as in paragraphs 4, 5, and 6 above.
8. In the event that no result has been achieved by 5:25 P.M., the Chair shall entertain a motion from the floor concerning the future conduct of this election.

25 October 2017

Recommended Voting Procedures for Electing Search Committee for Provost

A. ELECTION OF CHAIR PANEL – Panel of three candidates:

Each voter may vote for a maximum of three candidates. (Ballots containing more than three votes will be declared invalid.)

B. ELECTION OF MEMBER PANEL – Panel of 8 faculty and 6 students:

Each voter may vote for a maximum of 8 faculty and 6 students. (Ballots containing the votes of more than 8 faculty or 6 students will be declared invalid.)

C. RECOMMENDED PROCEDURE FOR COUNTING VOTES:

The highest vote getter in each Division is declared elected in the order of the number of votes each achieved. If there are still vacancies to be filled, the second highest vote getter in each Division is declared elected in the order of the number of votes each achieved. Process terminates when all vacancies are filled.

Note: This procedure guarantees that as many Divisions as possible are represented on the panel with no more than 2 candidates from each Division.

D. Listing of divisions for the purpose of electing the Member-Panel for the Search Committee for Provost:

1. Humanities & Arts
2. Social Sciences
3. Sciences & Mathematics
4. School of Education
5. Schools of Nursing, Health Professions, and Urban Public Health
6. School of Social Work and the Library

25 October 2017

Nominees for Search Committee for Provost

Nominees for Chair Panel:

Prof. Sandra Clarkson, Mathematics and Statistics

Nominees for Member Panel:

FACULTY

1. Humanities & Arts:

Prof. Sylvia Tomasch, English
Prof. Omar Dahbour, Philosophy
Prof. Michael Taormina, Romance Languages

2. Social Sciences:

Prof. Deborah Tolman, Women and gender Studies
Prof. Margaret Chin, Sociology
Prof. Charles Tien, Political Science
Prof. Jonathan Conning, Economics
Prof. Laura Schor, History

3. Sciences & Mathematics

Prof. Charles Drain, Chemistry
Prof. Sean Ahearn, Geography
Prof. Martin Bendersky, Mathematics & Statistics

4. School of Education:

Prof. Sherryl Graves, Educational Foundations

5. School of Nursing, Health Professions, and Urban Public Health

Prof. Judith Aponte, Nursing
Prof. Khursheed Navder, Urban Public Health

6. School of Social Work/Library

Prof. Lisa Finder, Library
Prof. Philip Swan, Library
Prof. Michael Lewis, School of Social Work

STUDENTS

Michelle LaBarbera, Italian
Mordechai Katz, MSW
Cristina Zambrano, Chemistry
Raima Zaman, Undeclared
Alexa Wong, Chemistry

The Senate shall elect a Chair Panel of three candidates, and a Member Panel of 8 Faculty and 6 Students.

25 October 2017

I. C/NC Policy

FROM:

Credit/ No Credit Policy

Credit/No Credit A system based on the non-letter grades of Credit/No Credit, where Credit is the equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not averaged into the GPA; course requirements are the same as in the traditional grading system.

ALERT/NOTE: OTHER COLLEGES, GRADUATE SCHOOLS, PROFESSIONAL SCHOOLS, SERVICES AND EMPLOYERS MAY LOOK WITH DISFAVOR UPON THE USE OF THE CREDIT/NO CREDIT GRADING OPTION AND MAY EVEN CONVERT CREDIT TO C AND NO CREDIT TO F FOR THEIR PURPOSES.

ALERT/NOTE: ELIGIBILITY FOR SOME FINANCIAL AID GRANTS MAY BE AFFECTED BY THE CHOICE OF CREDIT/NO CREDIT GRADES. THIS MUST BE CHECKED BY STUDENTS BEFORE THE OPTION OF CREDIT/NO CREDIT GRADES IS TAKEN.

There are certain restrictions about how and when the student may choose the Credit/No Credit system:

1. A maximum of four courses (including repeated courses) at Hunter College may be taken on a Credit/No Credit basis excluding remedial/developmental courses and any courses with mandatory CR/NC grading.
2. Credit/No Credit grades are not allowed for students on probation.
3. When a student chooses the Credit/No Credit option and earns a D as the final grade, the student may choose to receive either the D or a grade of No Credit.
4. If (as a result of a student's request) a Credit/No Credit is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar's Office, Room 217 Hunter North. Credit grades will be changed to C; No Credit grades will be changed to F. With approval of the Senate, departments may prohibit the use of Credit/No Credit grades in major courses, especially in those areas in which outside certification is required. Credit/No Credit grades are not permitted in education, nursing, pre-engineering, premedical, health sciences, nutrition and food science and prelaw. All students should check with their departmental advisers for specific policies.

~~The Credit/No Credit system may be elected by students up until the beginning of the final exam (or the due date for handing in the last term paper, if there is no final exam).~~ Credit/No Credit forms are available on the Office of the Registrar web page at <http://www.hunter.cuny.edu/onestop>. Full

instructions are included on the form. Credit/No Credit is an agreement between a student and the student's instructor or professor. When departmental policies allow, request forms must be accepted by the instructor. Students requesting grading according to this system must satisfy whatever attendance requirement has been set by the instructor, complete all the assignments and take the final examination. It should be noted that the grade of No Credit shall be used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU. ~~or IN. A No Credit grade may not override the FIN grade.~~

TO:

Credit/ No Credit Policy

Credit/No Credit A system based on the non-letter grades of Credit/No Credit, where Credit is the equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not averaged into the GPA; course requirements are the same as in the traditional grading system.

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1. A maximum of four courses (including repeated courses) at Hunter College may be taken on a Credit/No Credit basis excluding remedial/developmental courses and any courses with mandatory CR/NC grading.
2. Credit/No Credit grades are not allowed for students on probation.
3. When a student chooses the Credit/No Credit option and earns a D as the final grade, the student may choose to receive either the D or a grade of No Credit.
4. If (as a result of a student's request) a Credit/No Credit is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar's Office, Room 217 Hunter North. Credit grades will be changed to C; No Credit grades will be changed to F. With approval of the Senate, departments may prohibit the use of Credit/No Credit grades in major courses, especially in those areas in which outside certification is required. Credit/No Credit grades are not permitted in education, nursing, pre-engineering, premedical, health sciences, nutrition and food science and prelaw. All students should check with their departmental advisers for specific policies.

The Credit/No Credit system may be elected by students up until the scheduled last day of classes for that semester/session as published in the academic calendar for that semester/session. Credit/No Credit forms are available on the Office of the Registrar web page at <http://www.hunter.cuny.edu/onestop>. Full instructions are included on the form. Credit/No Credit is an agreement between a student and the student's instructor or professor. When departmental policies allow, request forms must be accepted by the instructor. Students requesting grading according to this system must satisfy whatever attendance requirement has been set by the instructor, complete all the assignments and take the final examination. It should be noted that the grade of No Credit shall be used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU.

Rationale:

This is a clarification of previous language. There were different interpretations on the last day the student may request a Credit/No Credit grade option, particularly if the student had already requested and received an INC. A matter was brought before the committee in which a student had received an INC in a course and later requested the CR/NC option. The present resolution, if approved, would make clear that students, in all cases, must apply for CR/NC by the last day of classes, even if they later file to receive an INC in the course. It will ultimately be left to the instructor's discretion whether or not to accept the CR/NC request if the instructor has reason to suspect the student may not complete all coursework before the end of semester/session in which the course is offered. This resolution would remove the possibility of retroactive CR/NC options once the last day of class has passed.

II. Credit by Exam

Be it resolved that the Classical and Oriental Studies Department be allowed to grant credit for the Jerusalem Examination as follows:

- Combined score of 150-159: Hunter equivalent HEBR 202
- Combined score of 160 or higher: Hunter equivalent HEBR 202 & 310

Students scoring 150 or higher have demonstrated the equivalent of successful completion of HEBR 202. It is strongly recommended that such students be exempted from the language requirement.

Rationale:

The committee reviewed the number of credits based on advance placement exams offered by other departments at Hunter and found sufficient variability that it felt the request by the Classical and Oriental Studies Department was in line with the practice of other departments.

The Catalog specifies exams, including Advanced Placement language-and-literature exams, for which students may earn credit. Because there is no Hebrew AP exam, numerous colleges instead offer credit for the Jerusalem Examination. The proposed policy is the same as the one that is currently in place at Brooklyn College. The proposed policy also reflects current Hunter

practice in foreign languages in granting additional credits for AP foreign language literature courses.”

III. Clarification of WU grade

Be it resolved that the WU grade be revised as follows:

A grade of WU indicates that the student has attended a minimum of one (1) class but has failed to demonstrate active participation in the course throughout the period following the official W deadline for that academic semester/session as indicated in the academic calendar. Active participation is established by accomplishing any one of the following: attendance at a class, submission of an assignment, taking of an exam or having any direct written communication with the instructor.

Be it further resolved that the INC grade be revised to include the following statement:

Student must have consulted with the instructor before the scheduled final exam. A contract must have been completed between the instructor and student.

These statements are to be added to the catalog effective immediately.

The Committee also recommended that the Senate consider inserting a statement in all syllabi regarding WU grades."

FROM:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

Note: Hunter College implemented plus/minus grading in spring 1996 for undergraduate courses and in fall 1996 for graduate courses. We modified the undergraduate course GPA values and eliminated the grades "C-" and "D+" in spring 2000. These charts have also been updated to include the "WN" grade effective fall 2008.

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

Quality Points Grade Definition

**(GPA
Index)**

A+	97.5 - 100%	4.0
A	92.5 - 97.4%	4.0
A-	90.0 - 92.4%	3.7
B+	87.5 - 89.9%	3.3
B	82.5 - 87.4%	3.0
B-	80.0 - 82.4%	2.7
C+	77.5 - 79.9%	2.3
C	70.0 - 77.4%	2.0
D	60.0 - 69.9%	1.0
F	0.0 - 59.9%	0.0
CR	Credit earned (equivalent to A, B, C)	-
NC	No credit granted (equivalent to D or F)	-
W	Official withdrawal (cannot be assigned by instructor)	-
WU	Unofficial withdrawal (assigned by instructor) (counts a F)	0.0
		-
INC	Term's work incomplete. This may include absence from final examination.	-
FIN	F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester.	0.0
#F, #FIN, #WU	failing grade course repeated (No longer used effective spring 2013)	
WN	Never attended. (equivalent to an F grade for fall 2008, spring 2009 and summer 2009 ONLY)	

*WN	Unofficial withdrawal (Student never attended) - Not counted towards GPA (No longer used effective spring 2013)	
Y	Year's course of study - must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade.	-
AUD	Auditor - No Credit (Undergraduate students <u>only</u>)	-
Z	No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. see the instructor or department chair for a change of grade	-
&	(preceding a letter grade): authorized course was repeated	
*	(preceding a letter grade): unauthorized course was repeated (No longer used effective spring 2013)	-
WA	Administrative withdrawal - Proof of immunization not provided	-
WD	Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session)	
AB	Absent from final exam, discontinued fall 1988	

TO:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

Note: Hunter College implemented plus/minus grading in spring 1996 for undergraduate courses and in fall 1996 for graduate courses. We modified the undergraduate course GPA values and eliminated the grades "C-" and "D+" in spring 2000. These charts have also been updated to include the "WN" grade effective fall 2008.

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

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A+	97.5 - 100%	4.0
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B+	87.5 - 89.9%	3.3
B	82.5 - 87.4%	3.0
B-	80.0 - 82.4%	2.7
C+	77.5 - 79.9%	2.3
C	70.0 - 77.4%	2.0
D	60.0 - 69.9%	1.0
F	0.0 - 59.9%	0.0
CR	Credit earned (equivalent to A, B, C)	-
NC	No credit granted (equivalent to D or F)	-
W	Official withdrawal (cannot be assigned by instructor)	-
	Unofficial withdrawal (assigned by instructor) (counts a F)	
WU	<u>(A grade of WU indicates that the student has attended a minimum of one (1) class but has failed to demonstrate active participation in the course throughout the period following the official W deadline for that academic semester/session as indicated in the academic calendar. Active participation is established by accomplishing any one of the following: attendance at a class, submission of an assignment, taking of an exam or having any direct written communication with the instructor.)</u>	0.0
		-

	Term's work incomplete. This may include absence from final examination.	
INC	<u>(Student must have consulted with the instructor before the scheduled final exam. A contract must have been completed between the instructor and student.)</u>	-
FIN	F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester.	0.0
#F, #FIN, #WU	failing grade course repeated (No longer used effective spring 2013)	
WN	Never attended. (equivalent to an F grade for fall 2008, spring 2009 and summer 2009 ONLY)	
*WN	Unofficial withdrawal (Student never attended) - Not counted towards GPA (No longer used effective spring 2013)	
Y	Year's course of study - must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade.	-
AUD	Auditor - No Credit (Undergraduate students <u>only</u>)	-
Z	No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. see the instructor or department chair for a change of grade	-
&	(preceding a letter grade): authorized course was repeated	
*	(preceding a letter grade): unauthorized course was repeated (No longer used effective spring 2013)	-
WA	Administrative withdrawal - Proof of immunization not provided	-
WD	Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session)	
AB	Absent from final exam, discontinued fall 1988	

Rationale:

The change is an attempt to clarify the WU grade between the INC and the WU. The change to the INC is to further differentiate

October 11, 2017

Resolution to protect and support DACA students at Hunter

Sponsors:

Linda M. Alcott, Philosophy; Anthony Brown, AFPRL; Jacqueline Brown, Anthropology; Sarah Chinn, English; Marc Edelman, Anthropology; Jen Gaboury, Women and Gender Studies; Ilya Geller, Graduate Student Association; Bernadette McCauley, History; Elke Nicolai, German; Rupal Oza, Women and Gender Studies; Sonali Perera, English; Catherine Raissiguier, Women and Gender Studies; Jill Schwedler, Political Science; John Wallach Political Science; Sarah Ward, Hunter Library; Meghann D. Williams, English

WHEREAS On September 5, 2017 the Trump administration officially rescinded Deferred Action for Childhood Arrivals (DACA): temporary protections for childhood arrival immigrants, with a six month delay for current recipients, and

WHEREAS, according to the American Association of University Professors, 576,000 of the approximately 800,000 individuals with DACA status are enrolled in college,¹ and

WHEREAS there are hundreds of DACA students enrolled at Hunter College and thousands across the CUNY system, and

WHEREAS the rescission of DACA threatens to significantly disrupt the education of these students at Hunter and across the country, and

WHEREAS the rescission of DACA will adversely impact our college and university community, and institutions of higher education across the country, while also disrupting families, neighborhoods, communities, and workplaces across New York and across the United States,

Therefore, be it resolved that the Hunter College Senate denounces the Trump administration's decision to rescind DACA, and

Be it further resolved that the Hunter College Senate reiterates its commitment to protecting and supporting students regardless of their immigration status as first stated in its "Resolution to make CUNY a Sanctuary University and Hunter College a Sanctuary Campus" approved on February 8, 2017, and

Be it finally resolved that the Hunter College Senate thanks the President, the Administration, and the foundation for its support of DACA students and requests that the Hunter College Administration develop a detailed plan (to be presented to the Senate) to implement the above referenced Senate Resolution (especially items 3, 4 and 7) and specifically, to the extent possible, to protect DACA students in light of new

¹ AAUP statement, "Trump is Wrong to Eliminate DACA." Emailed September 5, 2017.

threats.

"Resolution to make CUNY a *Sanctuary University* and Hunter College a *Sanctuary Campus*."

Sponsors:

Jacqueline Brown, Anthropology; Anthony Browne, Africana and Puerto Rican/Latino Studies; Sarah Chinn, English; Eduardo Contreras, History; Milagros Denis-Rosario, Africana and Puerto Rican/Latino Studies; Marc Edelman, Anthropology; Jen Gaboury, Women and Gender Studies; Bernadette McCauley, History; Elke Nicolai, German; Jill Schwedler, Political Science; John Wallach Political Science; Sarah Ward, Hunter Library; Meg Williams, Graduate Student Association

SECTION I

WHEREAS the Hunter College values "learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society," and stresses "the significance of human diversity."

WHEREAS the Senate and our academic community and college and universities across the country are concerned about the recent increase in hate crimes and inflammatory language around the United States.

WHEREAS there have been repeated examples of threats against women, LGBTQAI-identified individuals, specific ethnic and religious groups, *Latino/as* and immigrants during and after a divisive presidential election.

WHEREAS Proposed immigration policies of the incoming presidential administration could undermine the safety and security of members of our educational community and their families, particularly those students and staff without the privileges of US citizenship.

WHEREAS Two internal 2011 memos indicate that U.S. Immigration and Customs Enforcement officers are subject to certain restrictions upon entering college campuses, and should avoid persecuting high school and college students.

<https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf>

<https://www.ice.gov/doclib/secure-communities/pdf/prosecutorial-discretion-memo.pdf>

Whereas Enforcement actions covered by the policy include arrests, interviews, searches, and surveillance for the purposes of immigration enforcement.

WHEREAS a large number of universities and colleges throughout the country are declaring themselves to be “Sanctuary Campuses” to signal their continued commitment to protect all their members regardless of their immigration status.

SECTION II

THEREFORE, the HUNTER College Senate, requests that Hunter College, the Chancellor, and the university administration take the following actions:

1. Develop a protocol to make CUNY a *Sanctuary University* and Hunter College a *Sanctuary Campus*, in order to protect the safety and security of our students, faculty, staff, and the broader community.
2. Ensure that the identities of undocumented members of our community continue to be protected.
3. Refuse all voluntary information sharing with ICE (U.S. Department of Homeland Security Immigration and Customs Enforcement) and CBP (U.S. Customs and Border Protection) across all aspects of the University.
4. Instruct campus police to refrain from collaborating with ICE for the purposes of immigration enforcement.
5. Refuse ICE physical access to all land owned or controlled by the University.
6. Commit to providing adequate mental health services for our students, including mental health professionals who have competency in working with politically marginalized communities.
7. Increase administrative support to Student Affairs to assist DACA students and other students who lack the protections of citizenship on a strictly confidential basis. This should include counseling DACA students on their educational situations and advertise that such counseling services are available on a strictly confidential basis. It should also include providing for students and other members of the CUNY community immigration-related information and facilitating access to legal counsel. This could be done easily by establishing close working relationships with agencies that do offer such counsel and actively making referrals as needed. Free or low-cost legal support should be made available not just to students with DACA status, but also to undocumented students and to others who are out-of-status or facing different immigration problems.
8. Implement campus-wide training in de-escalation intervention techniques including for CUNY campus police.
9. Implement a forum for ongoing feedback from students, faculty and staff about campus climate and additional future actions to protect the safety and dignity of the CUNY community.
10. Take these measures during the current semester so that DACA students can be assured of institutional support.