

MINUTES

Meeting of the Hunter College Senate

7 May 2014

1 The 562nd meeting of the Hunter College Senate was convened at 3:47 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 **Minutes:** The minutes from December 11th and February 5th were approved as distributed.
 11
 12 **Report by the** **The following is a summary statement of President Raab's report to the Senate. She said:**
 13 **President:**
 14 "I want to report the result of some of the searches. First, I would like to thank the Senate for
 15 voting on this panel for Dean of Arts and Sciences. We will be sending out requests to the finalists
 16 to see if they would join the group in the next week. We hope to have a meeting with the search
 17 committee before graduation. That would allow us to post the job over the summer. I am
 18 extraordinarily grateful and happy to announce that after a long open and popular search for this
 19 position, we are very happy to welcome back and make permanent our Special Counsel to the
 20 President, Dean for Faculty and Staff Relations, Laura Hertzog. I want everyone to join in
 21 welcoming her.
 22
 23 The Senate search for the Chief Information Officer is ongoing. Brian Duffy, thank you very much
 24 for ably chairing that. Brian has sent out a memo to the community indicating when the finalist
 25 will be on campus and when the various meetings are and the open session. So, please take a look,
 26 I know it is a busy time, but we are very eager for your feedback, so we can conclude that search.
 27 We have a really truly terrific candidate for Acting Chief Operating Officer, Vice President of
 28 Administration. That person's name will be submitted to the June 3rd Board of Trustees
 29 Committee for approval. By next Senate meeting we will be able to announce the person's name
 30 because they will be fully advised where they work now. I think everybody will be very excited
 31 about that as well.
 32
 33 Please put down on your calendar, May 15th, at 5 o'clock the day after the last Senate meeting.
 34 That would be the Presidential Leadership Awards. On behalf of Vita Rabinowitz and myself,
 35 thank all of you who have nominated people. It is truly the most extraordinary group this year, we
 36 are having a very hard time making selections. From teaching, scholarship, service, it is really an
 37 extraordinary group. It is very hard, but rewarding reading all of these applications. We will be
 38 making the announcement in the next few days. Please come and celebrate with your colleagues.
 39
 40 May 27th is graduation day. Wynton Marsalis is our speaker. We will be giving an honorary
 41 degree to Eleanor Clift, who many of you know from her work on Daily Beast and McLaughlin
 42 Group. Eleanor attended Hunter College, but never received her degree. So, she was absolutely
 43 thrilled to be able to actually have an honorary degree, a real Hunter degree. She is very excited
 44 about coming here and very much have the story, as of so many of our students, of a struggle to
 45 get to college and to finish. So, she is very excited.
 46
 47 Christa asked me to talk a little about the technology changes that happened over the break. So, a
 48 small apology to those of you who came back and found that you have this fancy, state of the art
 49 equipment. We got the best email of the week because it just said AMAZING with a lot of
 50 exclamation marks. This was done as a labor of love to be able to improve teaching conditions.
 51 We probably should have tried to notify those of you in rooms that are going to be changed. The

55 only reason we didn't is that we are trying to get as much done over the break as possible. I take
56 responsibility. We weren't sure on whether we are going to be able to finish. Mitch Ahlbaum, his
57 staff, and people who helped did truly an extraordinary job. For those of you who do not know
58 how to use the equipment, you can still use the white board and markers the way you do with
59 chalk. Mitch Ahlbaum is available and has staff available to do short terms training enough to get
60 you through the next week. You can get some help over the summer, too. Mitch promises us that
61 this is truly state of the art and the best technology that we have for the classrooms. A very
62 exciting factoids is that we have 10 (ten) more classrooms to go before we become completely cart
63 free. We are looking forward to meeting that milestone over the summer. If anyone has any
64 specific issues, please call Mitch. Please know that this was done to support your teaching. We are
65 sorry if there is any disruption.

66
67 There are also some concerns that Christa has alerted to us about ID cards. As many of you
68 remember, last semester we were updating the technology of the One Card to make it more secure.
69 There were a number of changes and available technology that allowed us to do this. We are
70 moving all the turnstiles to tap. For those of you who do not have new cards, there are some
71 where you can swipe. There might be some places where you are inconvenienced for a while
72 because there are fewer places to swipe and you have to wait a little longer because some cards
73 have not been changed yet. We are working as fast as we can to get all the new technology, both to
74 you in terms of your cards and to the turnstiles, in terms of the tap equipment.

75
76 Please, call Mitch if you have question, but know that this is for enhanced security. Technology is
77 something that is part of our strategic plan to support teaching, learning and integrating
78 technology. This summer we plan to do more. We are very pleased to announce that we have a
79 significant private gift of half a million dollars which is going to allow us to completely revamp
80 this room. So, we will be talking to the Senate Administrative Committee about this and, if it fits
81 into our budget, we will be very happy to accommodate.

82
83 A final note on a change in position and a search. Many of you may have read in the paper that our
84 beloved Dr. Jonathan Fanton who has helped us turn Roosevelt House into a truly world class
85 public policy institute, in terms of faculty development support, student initiatives, certificates,
86 minor, programs and extraordinary public programming has been tapped as the President of the
87 American Academy of Arts and Sciences in Boston. A pretty remarkable position. He will be
88 leaving us as soon as that position opens in July 1st. We had an inkling that this was coming, but
89 not enough time to begin the national search that we believe we are ready for Roosevelt House.
90 We determined that the next step is to identify an interim person for the next year. We are seeking
91 someone similar to Dr. Jonathan Fanton, someone who has broad experience in the world of
92 foundations, academia, journalism, policy institutes, and government to shepherd us through the
93 next year and to continue to giving the public the message of the quality of Roosevelt House. We
94 want to recruit incredible candidates for this position. The plan at the moment is to find someone
95 who will be able to be with us starting in July and going through the academic year. We need to
96 put together a faculty and staff search committee that can begin its work in the fall. We will have a
97 number of celebrations to honor Dr. Jonathan Fanton. He has been an extraordinary member of the
98 community and we have been very lucky. We are sorry to lose him, but we are excited about what
99 he and the faculty have built there. We are very optimistic about the quality of the person that we
100 will be able to recruit and the next chapter of Roosevelt House.”

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109 Minutes
 110 Meeting of the Hunter College Senate
 111 7 May 2014
 112
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114 **Report by the** **The following is a summary statement of the Vice President of Student Affairs,**
 115 **Vice President** **Eija Ayravainen. She said:**
 116 **Of Student Affairs:**

117 “The Provost office and our office are working on a new policy. It is not only an “add and drop”
 118 policy, but it is a policy that is good for students. If you remember, we went live in CUNYfirst in
 119 all of our areas except Financial Aid last summer, in 2013. When CUNYfirst started this whole
 120 project, they said to us that Financial Aid will be the first one that goes live. They discovered that
 121 after they talked to all the Financial Aid offices that Financial Aid is the most difficult one because
 122 every college does its own financial aid. So, they left it to the very last. We have gotten the green
 123 light to go live for 8 (eight) colleges about 3 (three) weeks ago. They discovered that these 8
 124 (eight) colleges going live at the same time might cause the system to somehow collapse. They are
 125 doing this slowly and we are going to go live any day now. With that all, the CUNYfirst colleges
 126 will somehow have to change their policy during registration, such as adding and dropping
 127 financial aid. The reason is actually a positive move for students. Many of us have had students
 128 coming to our offices the first week, second week or the last week before classes and say that, “I
 129 can’t pay my bill. My loan is not coming through.” or “My TAP or my PELL is not coming
 130 through till later.” This particular new policy will allow us to disperse our loans, grants, TAP and
 131 PELL 2 (two) to 3 (three) weeks earlier than before. So, students will have the money to pay for
 132 their books, transportation, and other things that they need beside their tuitions. What it really
 133 means for us at Hunter College is that we have to change our practices just a little bit, but
 134 whatever you did by the 21st day, you have to do by the 7th day of classes. All registrations must
 135 be completed by the 7th day of classes, which is September 3rd, 2014 for fall. At 11:59 PM,
 136 September 3rd, 2014, CUNYfirst will go silent for registration. No one can register after 11:59PM
 137 on September 3rd, 2014. Provost Vita Rabinowitz and I have concerns about this. We have asked
 138 ICIT on how many new registrations happens after the 7th day of classes. We have discovered that
 139 it is quite few. It is under 300 new registrations. I emphasize the word “new”. In that, half of it is
 140 undergraduates and the other half is graduates. On September 3rd we are sending communications
 141 to our students. We have started on April 29th. We have been speaking from Vita’s office and Dr.
 142 Duffy’s is in charge of this. From my office, Madlyn Stokely has been in charge of gathering “the
 143 cats in the same room”, communicating about this particular policy. We have communicated to the
 144 Deans, the Chairs, and everyone has been cooperative. The reason we mentioned it here is that, the
 145 more we talk about it the more we become comfortable, and the more we know about it. Students
 146 know about it, but they will know about it many times more once August 28th comes along. As
 147 you know, registration started yesterday for the fall. So, communications went out to students
 148 before registrations started. It will go out again periodically as we go along. The important piece in
 149 all of this is that when faculty give overtally, permission for classes, or exemptions, they have to
 150 put it into the system, so students can actually look at it and register before 11:59 PM on
 151 September 3rd. So, if you give students permission for overtally at 11:00PM on September 3rd,
 152 those student will not be able to register and they certainly will not get financial aid. The
 153 important piece is that for those students that register for 9 (nine) credits and wait to register for
 154 the last 3 (three) credits to be able to get TAP or PELL, and doesn’t do it by the end of September
 155 3rd they will not be able to get TAP and PELL. For graduate students, of course they don’t get
 156 TAP and PELL, but get loans. The graduate students need to have 6 (six) credits, at least to take
 157 out a loan. Again, that has to happen earlier. As many of you know, better than I do, many
 158 graduate students wait until the last minute to register for whatever reason. If they only register for
 159 3 (three) credits and wait till the 7th or the 8th of September to register the other 3 (three) credits,
 160 they will not get their loan. I am just suggesting to you that perhaps you can be a little bit more
 161 vigilant about when you give permissions. When you talk to your students, encourage them to
 162 complete their programs. There is another piece for the departments that change the programs at
 163 the last minutes or after classes begin. This must be done before. Again, students can’t register for
 164 that new class if you open it up on the 7th or the 8th of the semester. This is a CUNY policy.
 165 There is an appeal process to add courses. As a student, a

166 **Minutes**
 167 **Meeting of the Hunter College Senate**
 168 **7 May 2014**

169 faculty and a staff member, you can't get into the system to do this. If you appeal to add another
 170 course, you have to go through the appeal process. If your appeal is accepted, everything after that
 171 is manual in the Registrar's Office. It is not automatic. Students will have time to appeal from the
 172 4th of September to the 11th of September. The committee, which composed of an Associate
 173 Provost, Associate Dean Richard Kaye, Associate Dean Brian Maasjo, and probably another
 174 person. The committee will meet daily and approve these appeals or ask questions about it.
 175 However, once they approved the appeals, notify the students, and the Registrar, it is not
 176 automatic. The Registrar's Office will have to sit and put in manually the courses and do all
 177 overrides, because there is no system that will allow you to do it. So, you can understand that we
 178 are trying to discourage this as much as possible. But, will we do it? Absolutely! Will that student
 179 get financial aid? No. So we have to be really vigilant about this."
 180

181
 182 **Report by the**
 183 **Administrative**
 184 **Committee:**

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

185 **a) Approved Curriculum Changes**

186 The following curriculum changes as listed in the Report dated 7 May 2014 have been
 187 approved as per Senate resolution and are submitted for the Senate's information: GS-988
 188 (Romance Languages/Curriculum & Teaching/Educational Foundations & Counseling), GS-
 189 990 (Romance Languages/Curriculum & Teaching/Educational Foundations & Counseling),
 190 GS-991 (Mathematics & Statistics), GS-957 (Film & Media), GS-958 (Film & Media), GS-
 191 959 (Film & Media), GR-960 (Film & Media).

192 **b) Election Results from 23 April 2014 Senate Nominees for Search Committee for Dean of**
 193 **the School of Arts & Sciences**

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 195 **Nominees for Chair Panel:**

196 Dean David Steiner, School of Education
 197 Prof. Marilyn Auerbach, School of Public Health

198
 199 **Nominees for Member Panel:**

200
 201 **FACULTY (8)**

202 **1. Humanities & Arts:**

203 Elke Nicolai, German
 204 Gerald Press, Philosophy
 205 Elizabeth Beaujour, Classical & Oriental Studies

206
 207 **2. Social Sciences:**

208 Vanya Quinones-Jenab, Psychology
 209 Jill Gross, Urban Affair & Planning
 210 Jackie Brown, Anthropology

211
 212 **3. Sciences & Mathematics**

213 Felisa Vazquez- Abad, Computer Science*
 214 Jesus Angulo, Biology

215
 216 **STUDENTS (6)**

217 Abdul Rad
 218 Claire Bleiler
 219 Maha Haroun
 220 Rose Rushing
 221 Elizabeth Savarese
 222 Jonathan Ayala

223 **Minutes**
 224 **Meeting of the Hunter College Senate**
 225 **7 May 2014**

226 **Note:**

227 The Hunter College Senate shall elect a panel of 8 faculty members and 6 student members
 228 from this pool of nominees in such a manner as to provide for the widest possible distribution
 229 of divisional and departmental representation on the committee. From this panel the President
 230 shall choose a search committee consisting of 4 faculty members and 3 students. Departments
 231 not represented on the committee shall be specifically invited to testify before the committee
 232 about their concerns and recommendations.

234 The Senate shall elect a panel of 3 from among all divisions other than the one for which the
 235 search is being conducted, from which the President shall choose a non-voting Chairperson.
 236 The Chairperson shall function as the executive officer of the committee, sending out all
 237 correspondence, distributing information on candidates, arranging interviews, etc.

239 * Kelle Cruz, Physics & Astronomy, was elected but subsequently withdrew from the Search
 240 Committee list.

243 **Committee**
 244 **Reports:**

243 **Undergraduate Course of Study Committee and Graduate Course of Study & Academic**
 244 **Requirements Committee:**

245 Prof. Eckhard Kuhn-Osius reported on the resolution. His report is in Appendix III.

247 **COURSE NUMBERS AND NON-PERMANENT COURSES**

248 Resolved that the following policies for assigning course numbers and regarding non-
 249 permanent courses apply from now on with a grace/transition period until Fall 2015:

251 **Course Numbers**

- 252 1. All permanent course numbers now have five visible digits. Traditional three-digit
 253 numbers will be the first three digits (“head number”) in the new number, followed by
 254 two digits with a default setting of “00” (e.g. SANS 10100 Elementary Sanskrit). This
 255 change has taken place already with the introduction of CUNYfirst. As in the past, the
 256 head number should be indicative of the level at which the course is taught.
- 257 2. All designations such as “Pluralism and Diversity,” “Individual and Society,” “Life and
 258 Physical Sciences,” or “Fulfills major requirements for XXX” that either exist now or
 259 may be developed later can only be assigned to 3-digit head numbers and must be true for
 260 all courses under that number. The only exception pertains to classes that are “Writing
 261 Intensive” in some sections and not in others. The “W” designation will be treated as a
 262 “Course Property” of relevant sections and internally marked by the Registrar’s office.
- 263 3. The last two digits of a course number may be used to designate courses covering
 264 subtopics that fall under the head number and title, or some other specification. These
 265 courses used to be known as “permanent decimalized courses” or “permanent topics
 266 courses”. As in the past, all permanent courses need full curriculum review. The titles of
 267 the permanent topics courses must show both the general and specific topic to be studied.

273 **Non-Permanent Courses**

- 274 1. Departments may offer courses that are non-permanent because they want to experiment
 275 with new topics and curriculum development or because they want to take advantage of a
 276 special-opportunity or event. Non-Permanent (NP) courses are subject to a number of
 277 restrictions:
 278

279

- 283 a) NP courses may be offered no more than 2 times before being submitted to full
284 curriculum review.
285 b) NP courses must be approved by a curriculum committee that is constituted
286 according to governance procedures.
287 c) NP courses cannot be offered in multiple-sections.
288 d) No more than 2 NP courses per semester may be offered in any degree program (and
289 they must not constitute more than one third of offerings in a degree program in any
290 one semester). Beyond this limitation, a full-time faculty member who is new to
291 Hunter College may teach up to three NP courses in an established program in
292 his/her specialty during his/her first year at Hunter.
293 e) NP courses cannot be specifically required for a degree program, but NP courses
294 may be offered as one option in a group of required electives.
295 f) The deans' offices will each send a list of all planned NP courses in their respective
296 schools to the Hunter Senate office when submissions for the Schedule of Courses
297 are due. A copy of each list will be forwarded to the Registrar.
298 g) Members of Hunter college who need any exceptions to restrictions b, c, d, e, f above
299 must explain their need and obtain approval from the Undergraduate Course of Study
300 Committee or the Graduate Courses of Study & Academic Requirements Committee.
301

- 302 2. All Non-Permanent courses will be clearly marked by having the letter "N" as part of
303 their head number. The two digits before the "N" will be indicative of the level at which
304 the course is to be offered (and may range from 10N00 to 79N00, and Doctoral 80N and
305 90N).
306
307 3. To facilitate the transition to the new policy, the Registrar's Office will instal for every
308 program courses with N-head numbers (one each at the 200-, 300-, and 400-levels, and in
309 each of the graduate levels where appropriate). In keeping with previous Senate decisions
310 concerning experimental courses, the following titles will be automatically assigned, but
311 may be changed by departments as befits their individual circumstances:
312

313 XXXX 20N00 : "Studies in ..."
314 XXXX 30N00 : "Problems in ..."
315 XXXX 40N00 : "Seminar Studies in ...".
316

317 These course numbers and titles will be set up before registration for the Fall semester of
318 2015. Departments may propose additional NP head numbers for review if they want to
319 offer NP courses in specific sub-categories (e.g., SANS 21N00 "Studies in Sanskrit
320 Syntax"; SANS 22N00 "Studies in Sanskrit Phonology"). The last two digits in non-
321 permanent numbers will be assigned by the Registrar (and may range from 01 to 99). A
322 specific NP course for a given semester might look like this: SANS 21N01 Studies in
323 Sanskrit Syntax: Position of the verb in compound sentences.
324

- 325 4. NP courses cannot as such be used to fulfill any college requirements. Instructors can file
326 a "Class Action Appeal" with the Senate office if they want a specific NP class to be
327 counted towards Hunter requirements such as a "Pluralism and Diversity" category or
328 designation as "W" or inclusion in one of the old General Education categories. NP
329 courses cannot be counted towards the Hunter Core. This does not apply to graduate
330 courses.
331

332
333 The question was called and carried.
334

335 Motion to adopt carried by voice vote with one abstention.
336

340 **Student Standing Committee:**

341 The Chair of the Student Standing Committee, Prof. Sandra Clarkson, presented the following
342 report:

343
344 “This year, because of the implementation of CUNY First, the Student Standing Committee
345 was unable to operate in the same way as before. Normally, students placed on probation for
346 Fall 2012 would have been dropped at the end of Spring 2013 unless their overall GPA was,
347 once again, a 2.0. However, there was no ability on our part to guarantee that the data from
348 Spring 2013 was correct so, to keep from dropping students incorrectly, we erred on the side
349 of allowing the students to continue. So, at the end of the Fall Semester, 2013, we had three
350 sets of students who had to be dealt with: Those who had been placed on probation at the
351 beginning of Fall 2012 and those who had been placed on probation at the end of Fall 2012
352 and at the end of Spring 2013 who had not brought their grades up to a cumulative GPA of
353 2.0.

354
355 So, originally, at the end of August, 2013, we sent a letter to all those students.

- 356
357 1). Probation and Dismissal Notice Non-SEEK Fall 2013 (sent on 08.08.13)
358 *Total recipients: 821 students*
359 and Probation and Dismissal Notice SEEK Fall 2013 (sent on 08.08.13)
360 *Total recipients: 32 students*

361
362 At the end of Fall 2013, we decided to allow the students who had just completed a semester
363 on probation to continue into Spring semester, if they wished. But we sent an alert to students
364 who completed their second or third semester on probation letting them know that, subject to
365 their final grades, they might be dismissed and would have a very short time to file an appeal.

- 366
367 2). Pre-Dismissal Alert: (sent on 1/02/14)
368 *Total recipients: 249 students*

369
370 Once most of the grades were in, we again sent an alert giving students the option to appeal
371 and setting up an online system for that.

- 372
373 3). Official Dismissal Notice and Option to Appeal (Dismissal Notice 1.9.14) (sent on
374 1/13 /14)
375 *Total recipients: 249 students*

376
377 We gave students until Friday, January 17 to enter an appeal. There were 115 appeals filed. At
378 that time, because of the quick turnaround necessary, Student Services went through and
379 screened for likelihood of being able to raise grades appropriately. For example, a student
380 who has taken 60 credits and has a GPA of 1.2 has very little chance of raising that to a 2.0
381 within a reasonable time period. Where a student with only 12 credits may still be able to do
382 that. After the original screening, two voting members of the Student Standing Committee
383 went through and independently determined whether a student should be readmitted. If there
384 was any discrepancy, I, as chair of the committee, cast the deciding vote. FYI, basically, if
385 there was one yes, we readmitted the student.

- 386
387 4). Official Dismissal Notice/denied - Spring 2014 (*only sent to those who filed an*
388 *appeal*) (sent on 1/22/14)
389 *Total recipients: 43 students*

- 390
391 5). Reinstatement on Probation/reinstated Spring 2014 (*only sent to those who filed an*
392 *appeal*) - (sent on 1/22/14)
393 *Total Recipients: 72 students*

397 Remember that there were no dismissals for students who were on probation for the first time
398 in Fall 2013.

399
400 6). Non-Dismissal List for Spr. 14 This list reflects those students who should have been
401 dismissed after Fall 2013 had we proceeded with a dismissal. They were not dismissed
402 but should currently have a “probation service indicator” (or appropriate indicator)
403 posted. They should be up for dismissal at the end of Spring 2014 if academic standing is
404 not met.

405 *Total: 336 students*

406
407 We are not sure if we will be able, or even want to, dismiss students between Fall and Spring.
408 There are many pros and cons for a student to be allowed to continue. Some pull their grades
409 up; some sink so low they will not be able to pull their grades up. The Committee will be
410 discussing these issues as we go forward.”

411
412
413 **Committee on the Evaluation of Teaching:**

414 Below is a summary report from the Vice Chair, Eamon Pickard.

415
416 “To start, I am going to tell you that we have been working really hard since the last time we
417 met to go over the numbers and see what has been happening. It was pretty sad to see; we
418 thought that we’ve heard different numbers, but I will show you the real ones now. The next
419 slide will show you what has been happening for the past 3 (three) semesters. This is our
420 response rate. In fall 2012, we had almost 50%, and I am going to say that it is an alright
421 number. 50% of the enrolled students did response. This is the number of all the students that
422 responded, whether they responded fully or not. They could have just press submit, but that is
423 still a response in our book. What I put underneath all of these percentages is that some
424 departments have actually placed above 50%. Some have 80%, some have 70% so on and so
425 forth. I put the numbers up because it actually increased from one semester to the next. The
426 departments were more or less were trying to aggressively increase the response rate. Some
427 other departments actually faltered and end up in the 20%. That is really low. I didn’t put any
428 of those departments up. I just put the general figures.

429
430 Last semester, we took off the incentives, mostly because no one picked up their prizes. We
431 had big prizes like iPads. They picked up those. But things like Chipotle gift cards and metro
432 cards didn’t get picked up. So they rate dropped 12%. Some departments went very low. 10%
433 of the departments went 15% and above. So we consider that the departments was also
434 involved, not just the incentives.

435
436 This is all for electronic evaluations. We began with incentives in the fall 2012, gadgets, gift
437 cards, etc. Continuing with the electronic system, we dropped the incentives in the fall 2013.
438 On the next slide, you will see that we made a 3 (three) year plan. We have a goal set, we
439 want to get 90-95%. We decided to add a new policy every semester, if not every year, to see
440 what effect that has. We do not want to put all of them in because it might have a negative
441 effect. For the next two semesters, we decided to achieve back up to 50-55%. That is our first
442 step. We have lost so much. Right now we are at 35% response rate.

443
444 On the next slide, we are shooting for 70-75% if we implement having some sort of red flag
445 for their grade to be shown and given to them, if they have not responded. This come back to
446 the point of having it required or not. We would like to make it a requirement but that the
447 student has the option of saying no in the evaluation. So, they don’t have to do the evaluation,
448 but they have the option to say whether they are going to do it or not. The same way as they
449 were writing on the paper and give it back, it is just technologically different. So, there are
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Minutes
Meeting of the Hunter College Senate
7 May 2014

problems that comes with this, because people who are trying to transfer, people who are trying to enter different programs, and this red flag does gets in a way of their grades. However, it {no line break here} is their responsibility. Other schools actually have really good feedback from red flagging the grade. On average, they have an increased when they have started doing so. So, we are hoping for 20-25% increased.

Lastly, on our 3 (three) year plan, we are going to have reassessment of the overall picture, considering all of the options. Whether it is more incentives or going back to paper. If we are still at 50% maybe we should consider harsher actions and we might look into other technology, the cost vs. benefits."

Report by the Ombudsman:

The College Ombudsman, Prof. Bill Williams, presented the following report:

Ombuds Officer Report May 7, 2014
Professor Bill Williams

A comparison of the cases presented to the Hunter College Ombuds Office during the academic years 2012/2013/2014 is given below.

Table with 4 columns: Category, 2013/2014, 2012/2013, 2011/2012. Rows include Students, Faculty, Parent/Relative, Administrator, Other, and Totals.

First notice that the parents appear to have come and gone. We had helicopter parents, snowplow parents and now what? They must be somewhere, but they have not been in the Ombudsman's office, at least not this year.

In total, there were fewer students in the Ombuds Office during this academic year than last and the reason for this is not clear. Hopefully, none of the decline was attributable to not one, but two, disk drive failures experienced during the academic year.

The students did take a leap forward in inventiveness this year. It sometimes seems to me that our most creative students are failing out -- and yes many of the students coming to me are failing out.

Also, the number of faculty cases fell after the previous year's increase. Last year, we speculated that Hurricane Sandy had many of us on edge and it affected our work environment. This year's lower number of cases may be more support for that view.

Again last year, we reported reasons why universities are vulnerable to mobbing of faculty. You will recall that "mobbing" is simply group bullying. There reasons are, 1. big egos, 2. an individualistic ethic and, 3. a tolerance for behaviors not accepted elsewhere. I repeat these again this year because, while the number of faculty cases dropped this year, it still needs to be a concern to us. It still occurs.

Finally, I have urged in the past that we all familiarize ourselves with Student Services and I have reason to believe that we have been doing so. Students are telling me directly about their positive experiences and that is excellent.

511
512 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:28
513 PM.

514
515 Respectfully submitted,

516
517
518
519 Lisa Marie Anderson
520 Secretary
521

APPENDIX I

The following attendance was noted from the meeting

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

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

**Minutes
Meeting of the Hunter College Senate
7 May 2014**

Students

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

At-Large, Lecturers and Part-Time Faculty

Student Services	Madlyn Stokely	A
	Shannon Salinas	(A) E
Mathematics & Statistics	Bill Williams	A
Student Services	Brian Buckwald	E
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
Thomas Hunter Honors	Sarah Jeninsky	A
Mathematics & Statistics	Barbara Barone	A
Classical & Oriental Studies	Elizabeth Beaujour	A
Film and Media Studies	Gustavo Mercado	X
Chemistry	Gabriela Smeureanu	A
	0	0
Philosophy	Christa D. Acampora	A
	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		0
Vice President for Student Affairs	Eija Ayravainen	A
Chief Operating Officer		0
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
School of Education	Dean David Steiner	X
School of Social Work	Dean Jacqueline Mondros	X
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 III

Report by the Undergraduate Course of Study Committee Re: Course Numbers and Non-Permanent Courses

There are a number of technical issues that have come up. The big one is that CUNYfirst is now routinely assigning 5 (five) digits for every course number and we tried to jump on the train early so that departments will be able to avail themselves of this new numbering system given to us, namely so that this new numbering system will become more rational and easier to manage. We are distinguishing the old 3 (three) digit number called the head number and additional digits from 02 to 99 in addition. So, if you just keep your courses as they are, the numbers will stay as they are, they will just have 2 (two) extra 0 (zeros) at the end. What we are trying to do is, to say that for designations such as Pluralism and Diversity or CUNY categories et cetera, any final 2 (two) digit numbers under the same head number should all fulfill the same requirements. So in other words, if you have a head number 155, you can add up to 99 courses under that 155 head number and the student will know that all courses with decimal numbers under 155 fulfill the requirement X. Some departments might consider giving some thought to this new numbering system, because if you have tracks or concentrations within your major, this numbering system can make life much easier to the students and Registrar's Office. This is the recommendation that we are trying to make here regarding the course numbers.

A separate issue regards experimental courses. We have decided to rename "Experimental Courses" into "Non-Permanent Courses" (NP), because not all such courses are really experimental. For example, some of them are courses that are being taught because there are distinguished professors that happen to be in town and you can invite them to give a course for the semester, but you won't be able to repeat this.

The problem that we have historically, is that most experimental courses were decimalized. So, most experimental courses have a three-digit course number plus 2 (two) decimals. Experimental courses could also be offered with three-digit numbers, but the standard procedure has been to decimalize. However, some departments simply ran out of course numbers and begin to permanently decimalize some sub-topics. This permanent decimalization is what we are suggesting for the five-digit course numbers. We still want departments to experiment with courses and take advantage of certain opportunities. We are introducing a new numbering system, but at the same time there is sort-of a change in our catalogue's language and in our procedures' language. In the past, most of our procedures' language pointed to and described a professional consensus that preexisted and actually went beyond what is written down. We notice more and more that people, departments, and administrators read our procedural language like laws. Now, we have decided to make explicit some of these restrictions on non-permanent courses.

1. According to the old rules that are still enforced, a non-permanent course can only be offered twice and after the second time, if it is to be offered again, it will undergo curriculum review. Non-permanent courses must be approved by a curriculum committee that is constituted according to governance procedures. So, this could be a departmental committee. If an entity outside of a department wants to propose an NP-course, you can appeal to a dean's curriculum committee or you can apply to Undergraduate Course of Study Committee directly. There has to be some committee, usually it would just be departmental committee. What we try to avoid is enabling some individual who just wants to push a course that he or she always wanted to teach while no one in the department agrees. You do need to have some sort of consensus there. As I say, it can simply be the departmental committee, so you don't have to bring this to the divisional level.

2. Non-permanent courses cannot be offered in multiple sections. You do not want to have a mass experiment.

3. No more than 2 (two) non-permanent courses per semester may be offered in any degree program and it must not constitute more than one third of the offerings in a degree program in any one semester. This will concern some small programs. For the bigger programs, we have some other exceptions. Beyond this limitation, a full-time faculty member who is new to Hunter College may teach up to three NP courses in an established program in his/her specialty during his/her first year at Hunter. So, if you have someone who has come in recently, obviously they cannot be expected to have done a complete course proposal, so up to 3 courses for new faculty members.

4. NP courses cannot be specifically required for a degree program, but NP courses may be offered as one option in a group of required electives.

5. As far as procedures are concerned, the deans' offices will each send a list of all planned NP courses in their respective schools to the Hunter Senate office when submissions for the Schedule of Courses are due. A copy of each list will be forwarded to the Registrar. Members of Hunter College who need any exceptions to restrictions b, c, d, e, f in the report must explain their need and obtain approval from the Undergraduate Course of Study Committee or the Graduate Courses of Study & Academic Requirements Committee. So in other words, if these restrictions, which I think are very reasonable, are too constricting, (it is for example possible that some programs want to offer something in two sections) talk to us. Many of these things, as you well know, help you to clarify your thoughts. There is always room for changes.

6. All non-permanent courses will have an N as part of the head number. The two digits before the "N" will be indicative of the level at which the course is to be offered (and may range from 10N00 to 79N00, and Doctoral 80N and 90N). So the 1,2,3,4-levels would be pretty fixed; in the second digit you have up to 9 (nine) options and for the decimals you have up to 99. So, you can do close to a thousand experimental courses until these numbers reach their limit and then we can just simply change the letter.

7. To facilitate the transitions to this policy, the Registrar's Office will simply install special N courses for every department and you can go with that for starters. Obviously, for other courses you can install them and get them approved. It is just so we can get going.

8. NP courses cannot be used to fulfill any college requirements. Instructors can file a "Class Action Appeal" with the Senate office if they want a specific NP class to be counted towards Hunter requirements such as a "Pluralism and Diversity" category or inclusion in one of the old General Education categories. NP courses cannot be counted towards the Hunter Core Requirement. This does not apply to graduate courses.