

MINUTES

Meeting of the Hunter College Senate

17 October 2012

1 The 541st meeting of the Hunter College Senate was convened at 4:00 PM in Room W714.

2

3 **Presiding:** Christa Davis Acampora, Chair

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

11 **Administrative**

12 **Committee:**

13 Approved Curriculum Changes
 14 The following curriculum changes as listed in the Report dated 17 October 2012 have been
 15 approved as per Senate resolution and are submitted for the Senate's information: Item US-1832
 16 (Biology), US-1833 (Chemistry), UR-1835 (Psychology).

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19 **The CUNY Institute for Computer Simulation, Stochastic Modeling and Optimization**
 20 **(COSSMO)**

21 Professor Felisa Vazquez-Abad, from Graduate Center, presented the following report:

22

23 "I am Felisa Vazquez-Abad and I am in the Computer Science Department here at Hunter
 24 College. I have BS in Physics, a Masters in Operation Research and Statistics, and a PhD in
 25 Applied Mathematics from Brown. I have a Post Doc in Telecommunications Research from
 26 the Institute de Scientifique. After my Post-Doc, I went on to be Professor of Computer
 27 Science in Montréal. I moved to Australia and then came to Hunter. I have done quite a bit
 28 of work. I've done research and teaching in stochastic process, computer simulation, and
 29 general applied mathematics. I have several publications in applied areas. I work and
 30 collaborate with people from different areas. They bring in their expertise and we work
 31 together. I'm presenting COSSMO. This is really an important thing. This presentation is
 32 about an institute on computer simulation, stigmatic modeling, and optimization (COSSMO).
 33 There are students who are highly trained, very skillful in very high quality technological
 34 areas and mathematics. But, it's often the case that they go on to do academia or pure
 35 research, and very rarely can they talk to someone from MTA or the city of NY and
 36 understand that legislation would prevent them from applying a particular algorithm even if
 37 the idea is scientifically sound. So we have that mismatch of communication but sometimes
 38 we must communicate with the public and private sector. The word stochastic means dealing
 39 with mathematical models where there is uncertainty. We take situations where there might
 40 be uncertain outcomes and we do our little mathematical modeling. With these equations,
 41 and with the knowledge that we have, we put it into the problems and we try to use computer
 42 simulations and optimization statistics. For the lab we can have different projects. We have
 43 seen students working on projects in finance telecommunications, insurance policies and risk
 44 assessment, an intelligent subway system, an airline yield management, and a mining project
 45 and the prices of commodities. I work with projects that have a story to them. The student
 46 that was working in insurance and risk evaluation had a background in actuarial science. The
 47 student that was working with us in optical network routing was a telecommunications
 48 engineer. The student that was working on economic cycles was a student in the Department
 49 of Economics. Other students were in Computer Science and in Mathematics & Statistics.
 50 The important thing about this is that they were all using the same techniques and the kind of

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55 training that we were providing for them was the same. The students themselves were telling
 56 each other about what they learned. What is COSSMO going to provide?
 57 Why is COSSMO important for Hunter College? I'm hearing that the community really
 58 wants to find good students and good projects. They want to have access to teaching
 59 materials, help establish contacts with an industry and public sector, identify potential
 60 applications, help to rewrite research. Students like to have projects with stories; they want to
 61 know what they do might has an impact on society at-large and on the advancement of
 62 knowledge. According to this, we are tailoring the mission of COSSMO. Our view is that
 63 by providing the appropriate networking and facilities for the faculty and students, we will
 64 lead them in a linear growth. All of the details and accounting is already done. It's our
 65 institute as a part of Hunter and I thank you very much for your participation in it."

66
 67 The body will vote on a resolution to endorse COSSMO at the next meeting.
 68
 69

70 **Committee**
 71 **Report:**

Report by the GER Committee

72 Professor Eckhard Kuhn-Osius, Chair of the Undergraduate Course of Study Committee,
 73 presented the following update on "Pathways" on behalf of the GER Committee:

74 "I will be brief. We had a lot of flow back from the various bucket committees at CUNY. So
 75 far, all of the courses have been approved. We hope it continues that way. If you are in a
 76 department where you submitted courses that were once rejected by us and you have
 77 resubmitted, you might want to contact the Senate. We want to set up appointments with you
 78 to go over the proposals to discuss which way you want to take them and where we see
 79 potential problems with passing these through. Some of the feedback mechanisms were not
 80 very effective in the sense that the criticism that we tried to convey via email and in writing
 81 wasn't always understood or did not lead to the desired result. That is everything I have to
 82 say right now. Thank you."
 83
 84

85 **Old Business:**

Report by the Department of English

86 Cristina Alfar, Chair of the Department of English, presented two resolutions. A summary of her
 87 statements is below.
 88

RESOLUTION ON FOUR-HOUR COMPOSITION COURSES

89
 90
 91 Whereas under the principle of shared governance faculty, through their departments, are
 92 responsible for the development of courses and curricula; and

93
 94 Whereas the CUNY community colleges stand as the foundation of the truly democratic open
 95 admission system to which CUNY must remain committed; and

96
 97 Whereas an essential component of open admissions is providing extensive support mechanisms
 98 for students whose academic background or social circumstances might prove disadvantageous in
 99 academically rigorous college-level coursework; and

100
 101 Whereas English departments across CUNY—within community, senior, and comprehensive
 102 colleges—believe that first-year writing students benefit from additional time given to in-class
 103 writing and conferencing with faculty; and

104
 105 Whereas faculty members have been instrumental in developing numerous approaches to provide
 106 student support, including but not limited to developmental, supplementary instruction, tutorial
 107 intervention, and the crafting of courses under a four-hour model with enriched in-class writing
 108 curricula; and

109
 110 Whereas the practice of using a four-hour model allows students to succeed in rigorous college
 111 coursework with more intensive dedicated instruction and has been a widespread practice at
 112 CUNY Community Colleges; and
 113

117
118 Whereas such courses with four hours have historically transferred well within and outside of
119 CUNY, allowing students the opportunity to move as full participants into four-year colleges
120 within the CUNY system and other universities, both in the United States and internationally; and

121
122 Whereas there is widespread concern across the University that the Pathways process is working
123 to undermine faculty governance as well as the vital role of faculty in the development and
124 implementation of successful curricular practices; and

125
126 Whereas faculty at some CUNY colleges have been threatened with retaliation in their efforts to
127 defend academic rigor and the curricular mechanisms necessary to student success;

128
129 **THEREFORE BE IT RESOLVED** that The Department of English at Hunter College, CUNY
130 reaffirms the basic principle of shared governance, and in particular the right of faculty to develop
131 and change courses and curricula;

132
133 That the Department strongly condemns the actions of administrators at some CUNY colleges,
134 most recently the Queensborough Community College Vice President for Academic Affairs, in
135 their use of threats and intimidation as faculty exercise their academic judgment;

136
137 That the Department will continue to participate in the Pathways project only insofar as it adheres
138 to the principles of academic rigor, support for student success, and respect for shared governance
139 that are central to the core mission of Hunter College and CUNY.

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142 **HUNTER COLLEGE SENATE RESOLUTION IN SUPPORT OF THE ENGLISH**
143 **DEPARTMENT RESOLUTION ON FOUR-HOUR COMPOSITION COURSES**

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145 Whereas the Hunter College Department of English passed the attached "Resolution on Four-Hour
146 Composition Courses" on Monday, 24 September 2012; and

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148 Whereas the Hunter College Senate is charged with safeguarding the academic freedom of ALL
149 members of the Hunter community;

150
151 **THEREFORE BE IT RESOLVED** that the Hunter College
152 Senate supports the Hunter College English Department and also reaffirms the basic principle of
153 shared governance, and in particular the right of faculty to develop and change courses and
154 curricula.

155
156 The question was called and carried. A vote by roll call produced the following results: 51 in
157 favor, 0 opposed, and 0 abstentions. The resolutions carried.

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159
160 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:53
161 PM.

162
163
164 Respectfully submitted,

165
166
167
168
169 Lisa Marie Anderson
170 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty

AFPRL	Anthony Browne	A	History	Benjamin Hett	X
	Milagros Denis-Rosario	(A) A		Richard Belsky	(A) X
	Edgardo Melendez	(A) A		Thomas Head	(A) X
Anthropology	Ida Susser	X	Library	Hal Grossman	X
	Ignasi Clemente	(A) A		Mee'Len Hom	A
	Jessica Rothman	(A) X		Danise Hoover	(A) X
Art	Malik Gaines	X		Jonathan Cain	(A) A
		(A)	Mathematics & Statistics	Sandra Clarkson	E
		(A)		Robert Thompson	A
Biological Sciences	Shirley Raps	A		Verna Segarra	(A) X
	Paul Feinstein	A	Music	Patrick Burke	(A) A
		(A)		Jewell Thompson	A
		(A)		Michele Cabrini	(A) A
Chemistry	Akira Kawamura	A	School of Nursing	Jana Freiman	(A) X
				Anita Nirenberg	A
	Pamela Mills	(A) X		David Keepnews	A
	Gary Quigley	(A) X		Joan Arnold	(A) X
Classical & Oriental Studies	Joanne Spurza	A	Philosophy	Theresa Yannaco	(A) X
	Lawrence Kowerski	(A) A		Frank Kirkland	A
		(A)		Omar Dahbour	(A) X
Computer Science	Feliza Vasquez-Abad	A	Physics & Astronomy	Laura Keating	(A) A
	Saad Mneimneh	(A) X		Marilyn Rothschild	A
	Virginia Teller	(A) A		Noel Goddard	(A) X
Curriculum & Teaching	Debbie Sonu	X	Political Science		(A)
	Jason Wirtz	X		Robyn Marasco	X
	Melissa Schieble	(A) X		Zachary Shirkey	(A) X
	Jody Polleck	(A) X	Psychology	Charles Tien	(A) X
Economics	Howard Chernick	X		Joseph Lao	A
	Avi Liveson	X		Jason Young	X
	Timothy Goodspeed	(A) X			(A)
		(A)	Romance Languages	Peter Moller	(A) X
Educational Foundations	Cynthia Walley	X		Michael Perna	A
	John Keegan	(A) X		Rolando Perez	A
	Arnold Wolf	(A) X		Paolo Fasoli	(A) X
English	Chong Chon-Smith	X	School of Social Work	Monica Calabrito	(A) X
	Michael Thomas	A		Caroline Gelman	X
	Cristina Alfar	(A) A		Nancy Giunta	A
	Barbara Webb	(A) A		Mimi Abramovitz	(A) X
Film & Media Studies	Larry Shore	A	Sociology		(A)
	Tami Gold	E		Mark Halling	A
		(A)		Joong-Hwan Oh	(A) X
		(A)	Special Education	Thomas Degloma	(A) A
Geography	Haydee Salmun	X		Elissa Brown	A
	Jochen Albrecht	(A) A		Angela Mouzakis	(A) A
		(A)	Theatre	Jennifer Sampson	(A) A
German	Lisa Marie Anderson	A		Dong Shin Chang	A
	Eckhard Kuhn-Osius	(A) A		Mia Rovegno	(A) A
	Elke Nicolai	(A) A	Urban Affairs		(A)
School of Health Sciences	Shahana Mahajan	E		Stanley Moses	A
		(A)		Jill Simone Gross	(A) A
			School of Urban Public Health		(A)
				Lydia Isaac	A
					(A)

Lecturers and Part-Time Faculty

Madlyn Stokely	Student Services	A
Taahira Maynard	Student Services	(A) A
Barbara Barone	Mathematics & Statistics	X
Brian Buckwald	Student Services	A
Jocelyn Berger-Barrera	Library	A
Sarah Chinn	English	A
Nadine A. Bryce	Curriculum & Teaching	X
Elizabeth Beaujour	Classics	A
Claus Mueller	Sociology	X
Bill Williams	Mathematics & Statistics	E
Gabriela Smeureanu	Chemistry	A
Laxmi Ramasubramanian	Urban Affairs	A
Christa D. Acampora	Philosophy	A
Barbara Sproul	Religion	X

Students

Matthew Evanusa	X
Matthew Ramos	X
Andy Lall	X
Ariela Hazan	X
Eamon Pickard	X
Shawn Rafeeq	A
Eileen Chen	X
Jimmy Qiu	X
Madiha Wasti	X
Ibrahim Alsaygh	X
Julia Camila Jones	X
Alexander Lemell	X
Jarret Freeman	X
Patricia Colon	X
Candace Lawrence	X
Sandra Sicangco	A
Dennis Luo	X

Administration

Senators:

HEO/CLT Representative	Bill Zlata	A
Vice President for Student Affairs	Eija Ayravainen	X
Chief Operating Officer	Len Zinnanti	A
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Erec Koch	A

Alternate Senators (3):

School of Education	Dean David Steiner	A
School of Social Work	Dean Jacqueline Mondros	A
School of Nursing	Dean Gail McCain	X

Ex-Officio

President, Undergraduate Student Government	Benedict Joson	A
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Anne Seifried	X
President, HEO Forum	Sarah Jeninsky	A
President, CLT Council	Amy Jeu	X