

MINUTES

Meeting of the Hunter College Senate

23 October 2013

- 1 The 554th 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 **Minutes:** The minutes from September 11th 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 "The Provost will be talking to you about the Middle States Periodic Review Report. It is the 5-
 15 year review and it is not a site visit. However, it is a very lengthy and important document.
 16 Therefore, she will need everyone's input and support. We have representatives of all of the
 17 schools. We want to make sure that everyone is on board regarding the progress that we have
 18 made towards the vision that we set forth in the Middle States 10-year report. We will be setting
 19 up a website. Mitch Ahlbaum will be working on that on top of his other priorities. All of you will
 20 have a sense of ownership in this document.
 21
 22 We are finalizing the plans for the 6th and 7th floors of the Library. We are encouraged by the
 23 usage of the third floor. Dan Cherubin has told us that the third floor is constantly being used by
 24 the students. It is the best indicator that the new library is a success. We are working with Dan so
 25 that we can start construction of the 6th and 7th floors next semester. We are hoping for
 26 everyone's cooperation and understanding because we will take two floors out of commission.
 27 However, this will be a worthwhile sacrifice when it is complete. The 6th and 7th floors are going
 28 to be focused towards what the students have requested. We will be moving the student learning
 29 centers (The Reading Writing Center, The Dolciani Math Center, and a new Science Learning
 30 Center) to the Student Success floor. The new Science Learning Center will combine Biology,
 31 Chemistry and Physics in a state-of-the-art design that will meet the undergraduate and graduate
 32 students' needs. It is a very exciting project because it will combine all the centers together with
 33 the understanding that students have many different needs for support. Therefore, it is in our best
 34 interest to fulfill those needs with a well-designed place. The same floor will also have a Pre-
 35 Professional Support Program including Pre-Law, Pre-Health and Pre-Business. On the 6th floor
 36 we will have a library for our education students. The School of Education is the only school that
 37 does not have its own library space and that will be corrected with the 6th floor plan. The summer
 38 will be used for intensive construction but we might need to switch the space off-line before that.
 39
 40 Another update is for the Memorial Sloan-Kettering project at 74th Street, which is our new
 41 Nursing and Physical Therapy building. Furthermore, it is also our new research lab and has some
 42 science teaching space. It has won more votes at the Borough Board level for approval. It was
 43 approved 41-1 at the City Council two weeks ago. We are planning to begin construction in
 44 January. It is an exciting milestone for us. The Master Plan Committee will start to think about
 45 how to move out people from the North Building. We have to think about how to deal with the
 46 available space.
 47
 48 We will be making our final announcement with Weill-Cornell about occupying a floor in the
 49 Bellevue Research Building on 69th Street, between York and 1st Avenue. That building will be
 50 completed in January. Weill-Cornell will start moving in then and we will follow them over the
 51 summer.
 52

56 We are hoping that we will have 10 science researchers move their labs to this state-of-the-art
57 space. Considering that many of you have a lot of space demands, we should be able to fulfill your
58 needs because there will be a lot of free space in North Building.

59
60 I also would like to recognize Dorothy Healey as one of our great thinkers and visionaries.
61 Dorothy, welcome to Hunter College.”

62
63 **Report by the**
64 **Provost:**

65 Provost Vita Rabinowitz presented a report regarding the Periodic Review Report (PRR). The
66 PowerPoint presentation is in Appendix II.

67 Below is a summary of what she said:

68 “Currently, we are preparing for the Middle States Periodic Review Report. The report is due June
69 1st, 2014. There is no over-estimating the stakes for Hunter College as we contemplate this work.
70 Our accreditation and good standing in the community among higher education institutions are
71 essential to our existence. We are a great institution and we are doing great and exciting things.
72 We need to demonstrate that efficiently and effectively within the guidelines of this report.

73 As we approach this task with awareness and purpose, we are also focusing on longer-range goals.
74 We appreciate the opportunity given to us by the PRR to promote conversations and positive
75 changes within the college. We need the community to be fully engaged.

76
77 We prepare for the PRR first and foremost by implementing our college-wide strategic plans. We
78 aim to create a more research-oriented, student-focused institution. One of the main ways we are
79 doing that is by creating unit-specific strategic plans throughout the college. The Senate is doing
80 its part via the subcommittees such as the GER Committee, the Assessment Committee, the
81 Computing and Technology Committee, and the Master Plan Committee. The administration does
82 its part by supporting research and researchers and by helping create the conditions for student
83 success.

84
85 I am pleased to tell you that we have filled the position of Director of Assessment. As many of
86 you know, Dr. Mosen Auryan left us in August. The position of Director of Assessment is crucial
87 as we enter this year. A week from Monday, Dr. Meredith Reitman will assume her duties as the
88 Director of Assessment. She has met with some key academic leaders here. I hope you will
89 welcome her to the college. She has extensive assessment experience in student learning and
90 student outcomes. In the search for the Director of Assessment, I was inspired by a particular
91 candidate to create a new position in my office and approached President Raab about it. I proposed
92 a revision to the position that was held by Assistant Provost Peggy Tirschwell to create the new
93 position Assistant Provost for Assessment, Accreditation and Curriculum Program Planning. The
94 college is ready for that level of specialization, given all that is going on now. President Raab has
95 approved the position and on an acting basis we have appointed Edward Barboni as the Acting
96 Assistant Provost. He has extensive experience with Middle States and he is a real academic
97 leader. He has a Doctorate in Sociology and a firm grasp on social research, as well as on how to
98 conduct both academic and institutional assessment.

99
100 We have created a strong PRR steering committee in broad consultation with administrative and
101 college leadership. The committee met for the first time today to review key documents; here are
102 the sections or chapters of the PRR. They are as follows: We need to produce a summary
103 description of our responses to the recommendations from our visiting team in 2009 and from the
104 Middle States Commission of Higher Education. We need to provide a narrative of our major
105 accomplishments over the past five years, but particularly our major challenges and opportunities
106 in the five years ahead. Furthermore, we need to provide an analysis of enrollment, financial data,
107 and evidence of a sustained and organized process to assess institutional effectiveness and the
108 assessment of student learning. We need evidence to show that we are using the results of those
109 assessments to improve programs and services. Finally, we need evidence of institutional
110 planning and budgeting.

115 The new Assistant Provost and the new Director of Assessment have started organizing that, and
116 we have identified documents that include evaluations and committee actions as well as essential
117 data.

118
119 We have established bi-weekly meeting schedules. We will establish websites not only for
120 internal use but also for the community. From November to February we will be writing a report
121 and sharing it with external reviewers as well as within the community. We will be discussing the
122 report in an open forum and I would like it to be a Senate meeting. We need your input and we
123 want you take a role in the processes.

124
125 Our primary task will be synthesizing what we have already accomplished in implementing our
126 strategic plan. We need to assess and improve how we serve our students. In addition we will also
127 be describing where we are heading as a community and how you can take part, for example, with
128 your position in a Senate committee such as the GER Committee, the Assessment Committee, the
129 Computing and Technology Committee, and the Master Plan Committee. These committees are
130 vital. Moreover, you can also participate through the select subcommittees. Furthermore, we invite
131 all of your responses to the suggestions, recommendations, and requirements of Middle States, as
132 well as your assessments of some of the challenges and opportunities we face in the next five
133 years.

134
135 All of you come from different disciplines and we want your perspective on changes to your
136 discipline, as well as to higher education, and CUNY. The fact is, there is an enormous amount of
137 assessment already going on. However, we need to capture, synthesize, collate and analyze this
138 activity. We need to be able to identify patterns and themes in the data and figure out how to use
139 assessment to improve what we are doing. For those of you who are on the faculty, by the very
140 nature of your work as scholars and teachers, you are synthesizers and meaning makers and can
141 contribute greatly. We will be asking for all your help in writing the report. I urge you to continue
142 your assessment activity, to work with the Senate, ACERT, and the steering committee in doing
143 our work. An essential part of the process is to show drafts to the Senate and I would love for you
144 to get involved. We are going to provide electronic and other means for you to do this.
145 Furthermore, with the Senate's permission, I will give you regular updates from the committee."

146
147 **Report by the**
148 **Library:**

149 The Chief Librarian, Dr. Daniel Cherubin, said the following:

150 "Before I talk about the Library, I need to say thanks to the whole Library team. They really don't
151 get thanked enough in public. When the renovations are ongoing and floors are closed, when
152 Hurricane Sandy meant not only giving up an entire floor of the Library but also continuing to
153 provide adequate resources and instruction to Nursing and Health Professions -- they've been
154 providing resources, instruction and services without sufficient space, without sufficient
155 resources. They did it seamlessly. And the Senate Library Committee is now back in action, so
156 we can update members on what has been going on in the Library.

157 I am sure by now you have seen the new third floor. It has been filled with happy students. I know
158 there was original concern that our 24,000 students who average 1 million visits a year would
159 occupy the 3rd floor and not use the rest of the library. Rest assured every floor of the library is
160 jam packed and full.

161
162 The more common comments are how great, new, and nice the third floor is, and now that it has
163 opened, other areas that were designated as quiet study for individuals and groups are back to
164 being so. Moreover, it also has areas for big messy noises. Places are coming back to their
165 original purpose and we are happy about that. We are observing how students use the third floor
166 space. We are fine-tuning the operations. It is all still very new. The big question is, does this
167 current vision match what it took us three years to build? The answer is no. Things have changed
168 since the initial design but we are thankful that the space is flexible enough that we can work
169 around that. Even if the functional result is not everything we have envisioned, we know that it
170 will work. We are still looking at making things more convenient. This includes software so

174 that students can quickly see what is available on an app, as well as what rooms are free that are
175 available to reserve. Considering the crowds that are in the Library, most people are unaware of
176 what is available and what is not. We have also gotten a lot of requests from faculty who want to
177 use the space for classes and the answer is no. But we are seeing how students are using the space
178 and we might let them hold their own reservations there.

179
180 The 6th and 7th floors are next. My goal is that we have a holistic reimagining and realignment of
181 the entire Library space. It looks like we will have to move approximately one third of our
182 collections to an offsite location. The 6th and 7th floors currently hold library classrooms, one of
183 our large labs, study rooms, as well as all our history, art, and literature collections. We aren't just
184 locking those away; they will still be used and available.

185
186 Of course we have more than just a physical presence. We have increased our text and chat
187 reference services which now we have the highest use in all of CUNY. Our students really use it.
188 We are buying even more online journal sets and databases. I find it funny and sad that both
189 students and faculty say that they don't use the Library and yet we notice that people link the
190 material to their course sites and download material. This is part of the Library. It is our resources
191 and information. We can help you find things if you are using it, and if you don't see it, just ask
192 us. We have redesigned our database page and it is now easier to use and targeted more
193 specifically to departments and courses, with subject guides for specific areas of interest. We are
194 trying other initiatives. We are moving our online art collection which is on a self-sustained kiosk
195 through ArtSTOR, which we are sharing with other CUNY libraries. It is a great way to find our
196 stuff in conjunction with what else is out there. It should be going up by the end of this month.

197
198 Moreover, I am proud to announce that currently, we have iPads for loaning to students. We now
199 have faculty who have been using them for their own classroom projects. We are working with
200 Mitch Ahlbaum and ICIT to get a few other types of tablets and devices. The chief librarians,
201 particularly Barbara Gray, who is the chief librarian at the CUNY School of Journalism as well as
202 Curtis Kendrick, who is the VP of the Office of Library Services, have managed to get a CUNY-
203 wide subscription to the New York Times. It will be available to everyone with CUNY email. It
204 will probably be ready in January. This is the first time we are going to be able to get all the great
205 things that are on the website.

206
207 Last year, the CUNY University Faculty Senate approved the need for an institutional repository
208 for CUNY. It is embarrassing that a university of our size does not have one. It is currently in
209 discussion at CUNY Central. We are asking you to go back to your departments and ask your
210 chairs to go to their academic councils. Remind them that it is needed for a university and we
211 would all like to see it. The libraries of course are ready to go on this and we cannot unless we
212 actually have it, so we are pushing towards that. This helps with our initiative with CUNY to have
213 much more open access, getting things from behind closed doors. It is part of the initiative so that
214 CUNY materials are more available to everyone."

215
216 **Report by the**
217 **Administrative**
218 **Committee:**

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

219 **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
220 College, the Administrative Committee presented the names of all nominees received to
221 date:

222 Students: Nishat Tabassum
223 Asad Mannan
224 Barukh Rohde
225 Kevin Mishan
226 Abraham Gutman
227 Reginald Holder
228 Javier Picayo
229 Zhong Lin

233 Faculty: Deepsikha Chatterjee (Theatre)
234 Ilze Eaner (Social Work)
235 Amy Robbins (English)
236

237 It was moved that the Secretary be instructed to cast a single ballot in favor of the
238 nominees. The motion was approved by voice vote without dissent.
239

240 **b) Updated Membership Slate for the Faculty Student Disciplinary Committee (FSDC)**

241 The Chair, Prof. Christa Acampora, explained that the slate had passed at the previous Senate
242 meeting. However, the list of chairs has changed. The Senate does not elect the chairs for the
243 Faculty Student Disciplinary Committee. The updated list was distributed for informational
244 purposes. The updated FSDC membership list is below.
245

246 **CHAIRS**

247 Rob Jenkins, Political Science
248 Jason Young, Psychology
249 Sandra Clarkson, Mathematics & Statistics
250

251 **FACULTY**

252 Glenn Schafe, Psychology
253 Amber Alliger, Psychology
254 Avi Livenson, Accounting
255 Tanya Agathocleous, English
256 Mark Bobrow, English
257 Howard Chernick, Economics
258 Elke Nicolai, German
259

260 **c) Election of Nominees for Search Committee for CIO/Assistant Vice President for ICIT**
261 **Nominees for Search Committee for CIO/Assistant Vice President for ICIT**
262

263 **Nominees for Chair Panel:**

264 Brian Duffy, Acting Associate Provost
265 Prof. Lisa Marie Anderson, German
266

267 It was moved that the Secretary be instructed to cast a single ballot in favor of the
268 nominees for Chair Panel. The motion was approved by voice vote without dissent.
269

270 **Nominees for Member Panel:**

271 **STUDENTS**

272 Taylor Oshan (Geography)
273 Diana Howard (JFew)
274 Colleen Cash (JFew)
275
276

277 It was moved that the Secretary be instructed to cast a single ballot in favor of the 3 students.
278 The motion was approved by voice vote without dissent.
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288

292 **FACULTY**

293 1. Humanities & Arts:

294 Maria Hernandez-Ojeda, Romance Languages

295 Jeff Allred, English

296 Gustavo Mercado, Film & Media

297 Lisa Marie Anderson, German

298 2. Social Sciences:

299 Jeffry Parsons, Psychology

300 Mark Halling, Sociology

301 3. Sciences & Mathematics

302 Rob Thompson, Mathematics and Statistics

303 Jochen Albrecht, Geography

304 4. School of Education:

305 Yang Hu, Curriculum & Teaching

306 5. Library

307 Clay Williams

308 Tony Doyle

309
310 It was moved that the Secretary be instructed to cast a single ballot in favor of the 11 faculty
311 members for the Faculty Panel. The motion was approved by voice vote without dissent.
312

313 **Nominees for Staff:**

314 Jonathan Dickson (Facilities)

315 Denise Lecerna-Jerez (Registrar)

316 Helbur Bolanos (Budget)

317 Joan Lambe (Institutional Research)

318 Stephen Sukhra (ICIT)

319 Pranoya Ghosh (Registrar)

320 Renate Laine (Communications)

321 Adrienne Bricker (Registrar)

322
323 Tellers were appointed, and written ballots were distributed for the election of 6 staff members for
324 the Staff Panel. The count will be available at the next meeting, along with the final list of
325 nominees for the Search Committee for CIO/Assistant Vice President for ICIT.
326

327 **d) Procedures for Curriculum Proposals: Special Actions**

328 The Format for Special Actions from the *Procedures for Curriculum Proposals*

329 is in APPENDIX III. It was moved that the Senate adopt the Format for Special Actions. The
330 motion passed by voice vote without dissent.
331

332 **e) Resolution to Establish the Women and Gender Studies Department**

333 A motion to suspend the rules in order to call upon a Hunter College student majoring in
334 Women and Gender Studies, Arwa Alhoribi, to read the resolution into the record passed
335 without objection. Arwa Alhoribi read the following resolution.
336

337 **RESOLUTION ESTABLISHING THE WOMEN AND GENDER STUDIES**
338 **DEPARTMENT IN THE HUNTER COLLEGE SCHOOL OF ARTS & SCIENCES**
339

340 **RESOLVED**, that effective February 1, 2014, the Hunter College Department of Women and
341 Gender Studies shall be established in the School of Arts & Sciences as part of the Division of
342 Social Sciences with all of the rights and responsibilities of a department.
343

344 Prof. Rupal Oza and Prof. Jennifer Gaboury explained the resolution to the body.
345
346
347

351 Provost Vita Rabinowitz said the following:
352

353 “For reasons ranging from the academic and institutional to the deeply personal, I am pleased
354 to support the creation of Department of Women and Gender Studies.
355

356 You know as a community that we do not take lightly the creation or the abolition of
357 academic departments, as departments have privileged status with regard to governance,
358 structure, and resources. In that context, the rationales for creating this department are
359 multiple and compelling, and they range from the intellectual to the pedagogical to the
360 developmental to the structural.
361

362 In 2011, President Raab established a task force headed by Distinguished Prof. Virginia
363 Valian, a world-renowned expert in gender and science as well as linguistic and cognitive
364 psychology, to study the case for departmental status and make a recommendation to the
365 administration. Today, we act on that recommendation.
366

367 The task force found that from the intellectual perspective, the study of women and gender
368 has its own unique arc, canon and discipline. It is both a discipline and an interdisciplinary
369 field, one that takes gender and sexuality as its central and fundamental categories of analysis.
370 And central to the discipline of women and gender studies is that the study of cultures,
371 identity, forms of knowledge and representation in the sciences, social sciences, humanities
372 and arts cannot be separated from the study of women and gender.
373

374 From the pedagogical perspective, the move to the departmental status honors and serves the
375 fact that Women and Gender Studies has more than 80 majors and serves over 1500 students a
376 year, and has but two dedicated full-time faculty, Professors Rupal Oza and Jennifer Gaboury.
377 Even with these constraints, it is the largest program of its kind in New York City, and one of
378 the most respected in the country. Indeed, President Raab and I received approximately 70
379 letters from scholars all over the country urging that Hunter form this department. It is a
380 highly rated program, beloved by students, and one that propels them to graduate study and
381 enriched careers in law, medicine, teaching, social work, and so on.
382

383 From a developmental perspective, departmental status will provide Women and Gender
384 Studies with the visibility and heft that will enable it to partner with entities, agencies and
385 organizations within and beyond Hunter, and create opportunities for students and faculty.
386

387 From a governance and structural perspective, the move will enable expanded curricular
388 offerings, more advising options, more opportunities for hiring and joint appointments, more
389 opportunities to participate fully in the life of this college on a scale appropriate to its mission,
390 appeal, and potential.
391

392 For we are after all Hunter College, which began in 1870 as one of the earliest, largest and
393 strongest colleges for women. Hunter has never lost its identity as a college that prides itself
394 on educating women from all backgrounds and ethnic and socioeconomic groups, and on
395 honoring the scholarship, perspectives and accomplishments of women. We are national and
396 local leaders in producing undergraduate women who will earn doctorates. Audre Lord taught
397 here. Bella Abzug studied here. Eleanor Roosevelt walked Hunter hallways and mentored
398 Hunter students. Over the decades, so many remarkable feminist scholars have launched their
399 careers here. And now, appropriately, Hunter College will have a Department of Women and
400 Gender Studies.
401

402 President Raab and I would like to thank Professor Valian and the Presidential Task Force for
403 their report and their part in advancing departmental status for WGS; particularly we wish to
404 thank the long-time, dedicated, the indefatigable Dr. Rupal Oza and the Council on Women
405 and Gender Studies for bringing the program to this wonderful place.”
406

410 The question was called and carried. The resolution passed by voice vote without dissent.

- 411
412 f) **Resolution to Rename the Select Committee on the First Year Experience**
413 Prof. Sandra Clarkson read the resolution into the record.

414
415 **Resolution to Rename the Select Committee on First Year Experience**

416
417 **RESOLVED:** That the Hunter College Senate establishes a Select Committee on Student
418 Success. This committee replaces the Select Committee on First Year Experience, broadening
419 its scope to include all entering students, and focusing on efforts likely to affect retention and
420 graduation rates.

421
422 Jurisdiction remains the same, except that it applies to programs and initiatives oriented
423 toward student success for all entering students. Composition of the committee remains the
424 same.

425
426 The committee will be revised in the following ways, with the original resolution amended as
427 indicated by strikethrough and underlining.¹

428
429 ¹ Meeting of the Hunter College Senate, Minutes, November 5, 2003, pp. 4050-4051.

430
431 **Establishment of Select Committee on ~~First Year Experience~~ Student Success Resolution**

432
433 WHEREAS, retention and the improvement of the experience of ~~first-year~~ entering students
434 are serious academic concerns at Hunter College and the City University of New York, and

435
436 WHEREAS, the involvement of faculty, student services staff, and students is critical to
437 assuring that programs for ~~first-years~~ entering students are outstanding, and

438
439 WHEREAS, such matters fall within the jurisdiction of the Hunter College Senate, therefore,

440
441 **BE IT RESOLVED:** That the Hunter College Senate establishes a Select Committee on ~~the~~
442 First Year Experience Student Success.

443
444 Membership. The committee will consist of four faculty members, four members of the Staff
445 of Student Services, and five undergraduate students. The Provost, Vice President for Student
446 Affairs, and the Dean of the School of Arts and Sciences, or their designees, shall serve ex
447 officio.

448 Jurisdiction. The jurisdiction of this committee will extend to such academic and support
449 programs that exist and will be created to improve the academic experience of ~~first-year~~
450 entering students. Among the concerns that may be included are

- 451
- 452 • The “Block Program”
 - 453 • Orientation Programs
 - 454 • The Orientation Seminar
 - 455 • Admission and Enrollment issues
 - 456 • Communications with ~~first-years~~ entering students
 - 457 • ~~Involvement~~ Responsibilities of academic departments ~~in the first-year experience~~ for
458 entering students.
 - 459 • Transitions ~~from the First to the Second Year~~ beyond the first year

- 460 g) **Resolution to Create a Select Committee on Honors**

461 Prof. Lisa Marie Anderson read the resolution into the record.
462
463
464
465

469 **Resolution to Create a Select Committee on Honors**

470 WHEREAS, Hunter College has one of the largest populations of students pursuing honors in
471 all of CUNY, and

472
473 Whereas, Hunter College has one of the oldest interdisciplinary honors programs in the
474 country, and

475
476 Whereas, Hunter currently attracts large numbers of high-achieving students who are prepared
477 for advanced study at levels suitably distinguished as honors, and

478
479 Whereas, student success is a paramount concern, and opportunities to participate in honors
480 programs contribute to the success of high-achieving students, and

481
482 Whereas, there is a need to engage the faculty throughout the college in defining and
483 maintaining the academic standards and curricula of honors programs, and

484
485 Whereas, there is a need to review the resources necessary to sustain and build our honors
486 programs,

487
488 **BE IT RESOLVED** that a Select Committee on Honors is established with a composition
489 such as that defined below. The committee shall be charged with collecting and analyzing
490 relevant institutional and program data, including the nature and variety of honors programs
491 available to Hunter students, their standards and policies, teaching and financial resources
492 required, program assessment criteria, and student outcomes. The committee shall collaborate
493 with relevant College units, hold open meetings for community comment and input, make
494 periodic reports to the body, and deliver a final report no later than May 2016, at which time
495 the charge of the committee may be renewed.

496
497 **Membership Slate**

498 **Voting Members**

499 Chair(s): Faculty member(s) from the School of Arts & Sciences

500 3 faculty from A&S, drawn from sciences, social sciences, arts & humanities

501 3 faculty at-large

502 3 students currently enrolled in honors, at least one of whom shall be a MHC student and one
503 of whom shall be a THHP student

504 1 Advising Services (Director of Cohort Programs)

505 Provost

506
507 **Ex-officio Members**

508 Coordinator for THHP

509 Coordinator for MHC

510 Chair of Undergraduate Course of Study Committee

511 2 academic coordinators (cohort advisors)

512 Deans of schools with undergrads (or designees)

513 Directors of Admissions, Financial Aid, and Registrar (or designees)

514
515 The question was called and carried. The resolution passed by voice vote without dissent.

516
517 **h) Announcement: Senate/FDA Task Force on Faculty Dining Facilities**
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523
524

529 Committee
530 Reports:

Nominating Committee:

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

531
532 **1. Committee on Academic Freedom**

533 Faculty from Humanities & Arts: Sarah Chinn (English)
534 Faculty from Education: Wendy Cavendish (Special Education)
535 Faculty At-Large: Marilyn Rothschild (Physics and Astronomy)
536 Students: Colleen Cash
537 Student Alternates: Joseph Franzese

538 **2. Special Advisory Committee on Academic Functions at Roosevelt House Public Policy**

539 Students: Akeela Swimson
540 Students: Braylan Feliz

541 **3. Committee on the Budget**

542 Faculty from Sciences & Mathematics: William Sakas (Computer Science)
543 Faculty Alternates: Joseph Lao (Psychology)
544 Student Alternates: Benedict Joson (Political Science)

545 **4. Charter Review Committee**

546 Faculty from Social Sciences: Thomas DeGloma (Sociology)
547 Faculty Alternate: Jill Gross (Urban Affairs)
548 Faculty Alternate: Benjamin Hett (History)
549 Students: Regena Goberdhan
550 Students: Abdul Rad
551 Students: Akeela Swimson
552 Student Alternates: Steven Wendel
553 Student Alternates: Jonah Garnick

554 **Committee on Computing and Technology**

555 Faculty from Sciences & Mathematics: Haydee Salmun (Geography)
556 Faculty from Social Sciences: Felisa Vazquez-Abad (Computer Science)
557 Faculty from Social Work: Kam Kan Kenny Kwong (Social Work)
558 Faculty from Humanities & Arts: Poundie Burstein (Music)
559 Faculty Alternate: Nadine Bryce (Curriculum and Teaching)
560 Faculty Alternate: Kelle Cruz (Physics & Astronomy)
561 Students: Fida Eshad
562 Students: Walec Ahmed
563 Student Alternates: Dhaval Desai
564 Student Alternates: Tom Benson

565 **5. Departmental Governance Committee**

566 Faculty in Education: Benjamin Shuldiner (Curriculum & Teaching)
567 Administrator: Laura Schachter Hertzog (Legal Affairs)
568 Students: Waleed AlHariri
569 Students: Joseph Franzese
570 Student Alternates: Mauricio Bardales
571 Student Alternates: Jonah Garnick

572 **6. Committee on Evaluation of Teaching**

573 Faculty: Gess LeBlanc (Educational Foundations)
574 Students: Colleen Cash
575 Students: Ariela Hazan
576 Students: Henry Diers
577 Students: Shihab Dider
578 Student Alternates: Nishat Tabassum
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587 **7. Select Committee on The First Year Experience**

588 Faculty: John Pell (Library)
589 Faculty: Mike Owen Benediktsson (Sociology)
590 Faculty: Michael Steiper (Anthropology)
591 Faculty: Veronica Gregg (AFPRL)
592 Faculty: Jason Wirtz (Curriculum & Teaching)
593 Faculty Alternates: Jennifer Gaboury (Political Science)
594 Faculty Alternates: Daniel Hurewitz (History)
595 Students: Benedict Joson
596 Students: Mubin Ahmend
597 Students: Barukh Rohde
598 Student Services Staff: Brian Buchwald (Director of Cohort Programs)
599 Student Services Staff: Mindy Forman (Coord. Of Freshman Programs)
600 Student Services Staff: Maureen O'Connor (Coord. Of Transfer Programs)

601 **8. Committee on Food Services and Facilities**

602 Staff: Siochain Hughes (ACERT)

603 **9. Committee on General Education**

604 Faculty Alternate: Philip Swan (Library)
605 Students At-Large: Kidos Gtebrekidan
606 Students At-Large: Manyi Li
607 Student Alternates: Mubin Ahmed

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

609 Faculty: Lisa Marie Anderson (German)
610 Faculty: Jennifer Hayashida (Asian American Studies)
611 Faculty: Gabriela Smeureanu (Chemistry)
612 Faculty: Trudy Smoke (English)
613 Faculty: Rob Thompson (Mathematics & Statistics)
614 Faculty: Marlene Hennessy (English)
615 Faculty: Alex Elinson (Humanities and Arts)
616 Students: Jason Sloan
617 Students: Eamon Pickard
618 Student Alternates: Andy Lall

619 **11. Grade Appeals Committee**

620 Faculty: Cristina Alfar (English)
621 Students: Manyi Li
622 Students: Waleed Alhariri
623 Students: Kidus Gilbrekidan
624 Students: Javier Picayo

625
626 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
627 motion was approved by voice vote without dissent.

628
629 **New Business:**

629 Prof. Sandra Clarkson announced that ACERT will be sponsoring a Happy Hour.

630 Prof. Jason Young announced that the FDA will be sponsoring the FDA Social.

631
632
633 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:55 PM.

634
635
636 Respectfully submitted,

637
638
639
640
641 Lisa Marie Anderson
642 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		Patrick Burke	(A) X
	Ignasi Clemente	(A) X	Medial Laboratory Sciences	Shahana Mahajan	A
	Jessica Rothman	(A) A		Robert Raffaniello	(A) X
Art & Art History	Malik Gaines	A		Dean Johnston	(A) X
	Daniel Bozhkov	A	Music	Jewell Thompson	A
	Alt.Susanna Cole	(A) X		Maura Donahue	(A) A
	Harper Montgomery	(A) A		Catherine Coppola	(A) A
Biological Sciences	Shirley Raps	A	School of Nursing	David Keepnews	E
	Paul Feinstein	A			0
	Maria Figueiredo-Pereira	(A) A		Lorie Goshin	(A) E
	Jesus Angulo	(A) X		Anita Nirenberg	(A) E
Chemistry	Akira Kawamura	A	Philosophy	Omar Dahbour	A
	Pamela Mills	(A) X		Frank Kirkland	(A) E
		(A) 0		Laura Keating	(A) A
Classical & Oriental Studies	Joanne Spurza	E	Physics & Astronomy	Marilyn Rothschild	A
	Lawrence Kowerski	(A) A		Kelle Cruz	(A) A
		(A) 0		Ying-chih Chen	(A) X
Computer Science	Feliza Vasquez-Abad	A	Political Science	Leonard Feldman	A
	Saad Mneimneh	(A) X		Zachary Shirkey	(A) A
	Virginia Teller	(A) X		Charles Tien	(A) E
Curriculum & Teaching	Nadine A. Bryce	A	Psychology	Joseph Lao	A
	Jason Wirtz	A		Peter Moller	E
	Steve Demeo	(A) X		Michael Lewis	(A) X
	Ben Shukdiner	(A) A		Jason Young	(A) A
Economics	Howard Chernick	X	Physical Therapy	Herb Karpatkin	A
	Avi Liveson	X			(A) 0
	Timothy Goodspeed	(A) X			(A) 0
		(A) 0	Romance Languages	Rolando Perez	A
Educational Foundations		0		Monica Calabrito	X
		(A) 0		Paolo Fasoli	(A) X
		(A) 0		Michael Perna	(A) A
English	Leigh Jones	A	School of Social Work	Marina Lalayants	A
	Sarah Chinn	A			0
	Barbara Webb	(A) A		Mimi Abramovitz	(A) X
	Stephen Wetta	(A) A		Ize Earner	(A) X
Film & Media Studies	Gustavo Mercado	X	Sociology	Mark Halling	A
	Tami Gold	E		Joong-Hwan Oh	(A) X
	Bill Herman	(A) X			(A) 0
	Tim Portlock	(A) A	Special Education	Angela Mouzakitis	X
Geography	Haydee Salmun	A		Elissa Brown	(A) A
	Jochen Albrecht	(A) A			(A) 0
		(A) 0	Speech-Language Pathology and	Susan Wortsman	A
German	Lisa Marie Anderson	A		Don Vogel	(A) A
	Eckhard Kuhn-Osius	(A) A			(A) 0
	Elke Nicolai	(A) A	Theatre	Deepsikha Chatterjee	X
School of Health Professions		0		Mia Rovegno	(A) X
		(A) 0			(A) 0
History	Benjamin Hett	X	Urban Affairs	Jill Simone Gross	A
	Richard Belsky	(A) A		Stanley Moses	(A) X
	Daniel Margocsy	(A) X			(A) 0
Library	Mee'Len Hom	A	School of Urban Public Health	Dean Johnston	X
	John Pell	(A) A			(A) 0
	Jonathan Cain	(A) A			

Minutes
Meeting of the Hunter College Senate
23 October 2013

At-Large, Lecturers and Part-Time Faculty

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

Students

Carol Szwci	X
Matthew Ramos	X
Alexander Lemell	X
Patricia Colon	X
Mauricio Bardales	A
Abdul Rad	A
Nicole Lyalin	X
Kidus Gebrekidan	X
Joseph Franzese	X
Kascem Hewitt	A
Ariela Hazan	X
Madiha Wasti	X
Ibrahim Alsaygh	X
Julia Camila Jones	X
Jason Sloan	A
Wilson Chow	X
Sara Shenan	X
Eamon Pickard	X
Sandrea Sicango	X
Shawn Rafeey	A
Andy Lall	X
Ben Joson	A
Jonah Garnick	A
Kevin Jackson	X
Sayeda Shune	X
Candace Lawrence	X
Hira Gulzar	X

Ex-Officio

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

ADMINISTRATION

Senators:		
HEO/CLT Representative	Bill Zlata	X
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	A
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
PRESENTATION BY THE PROVOST RE: PRR

MSCHE 14 Standards of Excellence

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 4: Leadership and Governance
- Standard 5: Administration
- Standard 6: Integrity
- Standard 7: Institutional Assessment
- Standard 8: Student Admissions and Retention
- Standard 9: Student Support Services
- Standard 10: Faculty
- Standard 11: Educational Offerings
- Standard 12: General Education
- Standard 13: Related Educational Activities
- Standard 14: Assessment of Student Learning

PRR Steering Committee Members

Vita Rabinowitz, Provost

Brian Duffy, Acting Associate Provost

Neal Cohen, Acting Associate Provost for Health and Social Welfare

Ed Barboni, Acting Assistant Provost for Assessment, Accreditation,
and Curricular Program Review

Joan Lambe, Director of Institutional Research
Director of Assessment

Mitch Ahlbaum, Acting Chief Information Officer

Robert Buckley, Director, Research Administration

Marilyn Daley-Weston, Registrar

Shannon Salinas, Associate Dean for Student Affairs

Andrew Silver, Director of Operations

Madlyn Stokely, Associate Dean, Student Services

Cynthia Vance, Office of the President

Lisa Anderson, Department of German

Marilyn Auerbach, Acting Senior Associate Dean, SUPH

Steve Baumann, School of Nursing

Mary Cavanaugh, Silberman School of Social Work

Jonathan Conning, Department of Economics
Bryan Dowling, Department of Psychology
Akira Kawamura, Department of Chemistry
Zachary Shirkey, Department of Political Science
Philip Swan, Library
Daniel Teodorescu, Assessment Director, School of Education
Jeanne Weiler, School of Education

Benedict L. Josen, Undergraduate Student
Steven Wendel, Undergraduate Student
Ann Tomaszewicz, Graduate Student
Leandro Salina, Graduate Student
Jennifer Savoie, Graduate Student

CHAPTERS OF PRR REPORT

1. An executive summary
2. A summary description of the institution's responses to recommendations from the previous evaluation and to Commission actions
3. A brief narrative identifying the institution's major challenges and/or current opportunities
4. Analysis of enrollment and finance data for the period covered by the institution's strategic plan (but not less than the current year and three future years), including enrollment and fiscal trends from the three previous years and assumptions upon which projections are based.
5. Evidence of sustained and organized processes to assess institutional effectiveness and student learning, and evidence that the results of such processes are being used to improve programs and services and to inform planning and resource allocation decisions
6. Evidence that linked institutional planning and budgeting processes are in place

Work Plan for Preparing PRR

- Organize for the task
- Review documents relation to previous evaluation and Commission actions
- Collect other essential data
- Organize, analyze and interpret data
- Write the draft report
- Conduct an institutional review of the content of the draft report
- Edit the final report
- Submit on June 1st, 2014 the PRR packet to two designated external reviewers and finance associate and the MSCHE office.

TIMELINE

SEPTEMBER, 2013

- Form search committee for director of assessment; begin search
- Create position for assistant provost for assessment, accreditation, and curricular program planning
- Solicit nominations for membership on PRR steering committee
- Identify and select committee members
- Gather documents for work of the PRR

October, 2013

- Invite PRR steering committee members
- Fill vacant assessment staff positions
- Convene kickoff meeting of the PRR steering committee
- Establish nature and scope of work
- Clearly define the meaning and scope of Standard 7 (Institutional Effectiveness)
- Define roles for faculty, administrators, and students on the committee
- Establish PRR process and content
- Establish bi-weekly meeting schedule
- Create web sites and deploy collaboration tools for Hunter community and PRR committee and subcommittees

- Create Hunter community web site for dissemination of relevant supporting documents, draft chapters, and tools for community members to provide comments and suggestions
- Create protected Steering Committee web site and tools for collaboration on drafts and repository for related documents (e.g., material for appendices)

November, 2013

- Convene PRR steering committee
- Determine need for subcommittees
- Preliminary assignments of responsibilities
- Breakouts to determine subcommittee chairs
- Identify support personnel (e.g., Senate assessment committee, IR, IT staff) for subcommittee activities
- Identification of potential writers for chapters 1-6 above
- Identify external reviewers

November 2013 - January 2014

- Hold PRR steering committee bi-weekly meetings (some digitally mediated)
- Hold subcommittee meetings to coincide with PRR meetings
- Commence research and writing of draft chapters

February 2014

- Complete 1st draft
- Review by PRR steering committee and other Hunter stakeholders
- Complete 2nd draft

March 2014

- Disseminate 2nd draft to Hunter community and external reviewers for review and comment

April-May 2014

- Hold open forum community meeting(s) to discuss report
- Write final draft taking into account community members' and reviewers' comments
- Disseminate final draft to Hunter Community

June 1, 2014

- Submit final report to MSCHE

APPENDIX III
FORMAT FOR SPECIAL ACTIONS FROM THE PROCEDURES FOR CURRICULUM PROPOSALS

X. Format for Special Actions

Special Actions include Change in Name of School or Department; Creation of a School; Creation of a Center, Institute, or Program; and Discontinuation or Reconfiguration of Curricular Programs.*

*"Curricular programs" refers to academic courses of study—majors, minors, and certificate programs—as well as units offering instruction, such as departments and programs.

Important New Change: Prior to submitting a proposal, program developers and reviewers should submit details as part of the annual Prospectus for Program Development and Review. See page ___ for details.

CHANGE IN THE NAME OF A SCHOOL OR DEPARTMENT must be presented in the format of a resolution, including a "Resolved" paragraph specifying the old and new name or names of the entity or entities to be re-named, the name of the college, and the effective date of the action. It must be followed by an "Explanation" paragraph. The Explanation should include a disclaimer to the effect that the action is a name change only and will not affect the tenure or seniority status of any faculty member of the school or department.

Example:

CHANGE IN THE NAME OF THE DEPARTMENT OF JOURNALISM

RESOLVED, that the Department of Journalism at XYZ College be renamed the Department of Media Studies, effective September 1, 2010.

EXPLANATION: The Department of Journalism wishes to change its name to Media Studies to reflect the broadening of its offerings to include electronic media as well as traditional print media. The action is a name change only and does not affect the tenure or seniority status of any faculty member in the Department.

Please notify the Senate office if the name change includes the name of an individual or organization being honored. A separate resolution must be presented at the meeting of the CUNY Board Committee on Faculty, Staff and Administration.

Note that if a department offers both graduate and undergraduate programs, the proposed action must be approved by UCSC and GCSC.

CREATION OF A CENTER, INSTITUTE, OR OTHER ACADEMIC ENTITY* must be initiated in the form of a proposal for review by the Hunter Senate Administrative Committee. The proposal should include:

- A. a description of the nature and purpose of the relevant unit,
- B. instructional expectations, if applicable,**
- C. staffing expectations (include CVs for any current staff to be associated with this unit), including their departmental assignment(s),
- D. proposed departmental affiliations and relationships with other existing units,
- E. plan for governance, if applicable,
- F. budget details, including plans for reallocation of existing monies and sources of new monies, and including any anticipated revenues,

- G. a relevant resolution, including a "Resolved" paragraph specifying the name of the entity, the name of the college (Hunter College), and the effective date. The resolution statement must be followed by an "Explanation" paragraph. The Explanation should briefly describe the entity, purpose and mission.

**This applies only to proposals for entities that will be independent of existing departments.*

**** CUNY By-laws prohibit Institutes from offering academic programs. If a proposal for a new academic entity will involve the creation of new courses and programs, separate proposals, following the guidelines above, must also be submitted.**

Example of the Creation of a Center:

RESOLVED: That the Board of Trustees at the City University of New York approves the creation of a Center for Community and Ethnic Media, to be housed at the Hunter College, effective Oct. 1, 20XX. This Center will be financed by over \$1.6 million in grants from various foundations.

EXPLANATION: The Center for Community and Ethnic Media will serve as a hub of research, training and professional support for community and ethnic media outlets in the New York City metropolitan region. There are over 350 community and ethnic publications and broadcast outlets in New York City alone. Ethnic media outlets provide a cultural, political and educational lifeline to the 36 percent of the city's population that is foreign-born. A copy of the full proposal for the center has been provided to the central Office of Academic Affairs.

Example of a Resolution Creating an Institute:

RESOLUTION TO ESTABLISH THE CUNY INSTITUTE FOR EDUCATION POLICY AT ROOSEVELT HOUSE
THE CUNY INSTITUTE FOR EDUCATION POLICY AT ROOSEVELT HOUSE ("THE INSTITUTE")

RESOLVED, that the CUNY Institute for Education Policy be established at Roosevelt House, Hunter College in accordance with the Policy Guideline on Research Centers and Institutes set forth by the Board of Trustees.

EXPLANATION: The Institute is designed to become a major resource for CUNY as the focal point for the discussion and dissemination of the most critical issues in K-20 education policy. Non-aligned and non-partisan, the Institute will provide a platform for policy-makers, scholars, practitioners, and the media to exchange ideas, research, and reform agendas through conferences, panels, visiting lecturers, seminars, and digital publications. The Institute will become recognized as the New York City (NYC) location for high-level debate about the most important education policy choices facing the nation, and will establish itself as a trusted source of research and opinion on the multiple educational issues facing the nation.

Example of a Resolution Creating a Program:

RESOLUTION ESTABLISHING THE PROGRAM IN HUMAN BIOLOGY IN THE HUNTER COLLEGE SCHOOL OF ARTS & SCIENCES

RESOLVED, that effective July 1, 2013, the Hunter College Program in Human Biology shall be established in the School of Arts & Sciences.

EXPLANATION: The Human Biology Program is designed to provide students with the ability to analyze and address humanity in a multidisciplinary framework that includes behavioral, cultural, social, and biological approaches. The purpose of this program is to guide students towards an integrated view of humans through a wide array of courses in departments including Anthropology, Biological Sciences, Psychology, Sociology, and Urban Public Health. Graduates of the Human Biology Program will have attained a broad array of integrated knowledge and skills that will allow them to pursue careers or advanced studies in a number of fields, both academic and applied.

As an integrative interdisciplinary major, one of the strengths of the program is the varied disciplines and departmental affiliations of the Human Biology faculty. The unique mission of the academic program and the varied disciplinary affiliations of the faculty necessitate the creation of a free-standing academic unit that will be governed by a director and committee comprised of faculty from key participating departments as detailed in the "Proposal to Establish an Interdisciplinary Program in Human Biology."

DISCONTINUING or REORGANIZING PROGRAMS This action should be initiated with a proposal that includes:

- A. names of all affected units,
- B. new staffing expectations (include CVs for any current staff to be associated with this unit), and the status of existing faculty in the affected units,
- C. relationships with other existing units,
- D. plan for governance, if applicable,
- E. budget details, including any anticipated savings and specification of any new needs arising from the actions,
- F. relevant resolution, including a "Resolved" paragraph specifying the name of the program(s) to be discontinued or reorganized, the degree(s) awarded, the HEGIS number(s) and State program code(s) (all as listed in the State's Inventory of Registered Programs), and the effective date (when the program(s) will be removed from the State Inventory or offered in the new combination). The "Explanation" should indicate whether there are any students currently enrolled in the program(s) and, if so, when they are expected to complete the program(s). In the case of a program closure, the effective date should be set to allow currently enrolled students to complete the program, unless alternative arrangements have been made (e.g., transfer to a related program or a similar program at a different campus).
- G. Details about the reassignment of faculty and a plan for what will occur if students do not complete the program by the closure date should be part of the proposal. In the event of the latter, the CUNY Central Office will ask the State Education department to extend the date to accommodate the last enrolled students.

Example of a resolution for discontinuing a program:

DISCONTINUATION OF THE B.A. IN COMMUNICATIONS PROGRAM

RESOLVED, that the program in Communications leading to the B.A. degree at XYZ College (HEGIS number 0601, State program code 12345) be deregistered, effective September 1, 2010.

EXPLANATION: The B.A. in Communication programs has been losing enrollment for several years as faculty have retired and not been replaced, and the College's priorities have shifted. Admissions to the program were suspended with the fall semester, 2009. At its meeting of November 3, 2008, the Senate voted to suspend all further admissions to the program and to discontinue the program when currently enrolled students complete their degrees. All currently enrolled students are expected to complete their degrees by the end of the spring semester, 2011.

PROSPECTUS FOR PROGRAM DEVELOPMENT AND REVIEW

No later than September 1, schools, departments, and working groups of faculty shall submit to the Office of the Provost details about pending plans for academic program creation, revision, or elimination. Plans for the creation of centers, institutes, and schools are due at the same time. A comprehensive overview of this activity is due in the Senate office no later than September 15, for review by the chairs of the Senate, Undergraduate Course of Study, and Graduate Course of Study. The Senate shall provide a response to the Provost with advisories about any anticipated concerns and scheduling matters no later than September 25 of each year.