

MINUTES

Meeting of the Hunter College Senate

14 November 2012

1 The 542nd meeting of the Hunter College Senate was convened at 3:49 PM in Room W714.
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 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.
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 7 Alternate Senators were formally seated in accordance with the procedures approved by the
 8 Senate, and clickers were distributed to them.
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 10 **Report by** The following is a summary statement of President Raab's report to the Senate. She said:
 11 **The President:**
 12 "We're sorry for anyone's losses. We have resources available for faculty, staff, and students to
 13 support people who have been personally hit by Hurricane Sandy. We would like everyone's help
 14 in encouraging people to come forward if there is need. We have a student emergency relief grant.
 15 We just got a call from one of the relief agencies that want to fund student emergencies in general.
 16 They might be making us another grant. We want to be able to support our students in the form of
 17 grants and loans. For our faculty and staff, we have an emergency loan program. We want people
 18 to come forward and seek assistance. We have some limited grants for faculty. We are also
 19 providing assistance in completing FEMA applications. We want students to know that we have
 20 some funds to help them replace their textbooks. So please if you have colleagues, faculty, staff or
 21 students who have been hit and need support, please have them come forward.
 22
 23 On the day that we evacuated Brookdale campus, we opened a shelter in our gym. Len Zinnanti
 24 did an extraordinary job in bringing in resources so that we could operate that shelter for over a
 25 week. We awoke on Tuesday to find that the damage in Brookdale was very serious and probably
 26 more significant than anyone had expected. We've made a lot of progress in pumping water out.
 27 The equipment was completely submerged.
 28
 29 There really was significant flooding and damage. The electricity and generators went out. Within
 30 a half an hour the generators were flooded. It's been an incredible blessing to watch the campus
 31 and community pull together. We have managed to relocate the Nursing, Physical Therapy,
 32 Medical Lab Science, Computer Science programs to this campus. We had students here on the
 33 stage and then moved a group of them onto the dorm rooms, and we have now provided over
 34 seventy students with emergency beds. We are doing our best to find as many alternatives to
 35 support our students and meet their needs. We were not able to service all of the students but we
 36 have been trying to find out who has the most serious need. We are making enormous progress in
 37 cleaning up the campus. By early to mid-December, we expect to be back in the campus. It may
 38 be sooner, but we are trying to be cautious and careful. We are not going to let anyone back on
 39 campus unless it is completely safe from all environmental sign-offs. We're hoping to be able to
 40 have a supply of dorm rooms. As I said, what we really need you to do is bring students, faculty,
 41 colleague and staff in need. It's not the time to be shy! We can't do everything, but we can help
 42 and we really want to be there for everyone.
 43
 44 The dorms did not suffer any significant structural damage. The reasons those properties became
 45 uninhabitable was because of the flooding, the loss of power in all the systems and generator.
 46 They will receive an emergency generator to replace the generator that we had. Without that
 47 emergency generator in place we are not going to let any students back into the dorm building
 48 because they have to have a second source of power. That generator has been ordered and is on its
 49 way. We are hoping to be able to install it, test it, and have it operational no later than mid-
 50 December.
 51

56 We need to anticipate the end of the year: students not being able to finish work, not coming for
57 tests, not finishing papers, or seeking incompletes. We don't want this to be an issue, but we are
58 concerned. We have seen before that a crisis of this magnitude has an impact. That same student
59 who lost a text book could say: "I need an incomplete". And, we want to try to find a way to help
60 you work with students to minimize the number of students not completing immediately. If they
61 seek incompletes, we want them to have this resolved as fast as possible. We fear this could affect
62 retention rates in the future. Eija and I will do everything we can. Our junior faculty needs to
63 know the process for incomplete grades and we need to make sure that our adjuncts understand it.
64 Once that student gets incompletes this semester, we are in serious risk of losing them as a student
65 at Hunter College. Vita is going to be putting out an email in the next few days. She's really
66 interested in hearing people suggestions on how we can help.

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68 We have been exploring ways to utilize technology to help us in the make-up of classes. There are
69 professors that don't feel comfortable with this level of technology, but we want you to know we
70 will provide support to whoever tried this method."

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73 It was moved that the agenda be changed so that Old Business be the next item in the agenda.

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75 **Old Business:**

76 **RESOLUTION SUPPORTING QUEENSBOROUGH FACULTY STANCE ON**
77 **PATHWAYS**

78 WHEREAS, the response to Queensborough Community College Vice President Karen B.
79 Steele's announcement of sweeping reprisals against the QCC English Department following its
80 rejection of proposed curriculum changes for Pathways has been intense and national; and

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82 WHEREAS, condemnation has been multidisciplinary coming from the PSC, CUNY's English
83 Discipline Council, from English, Math, Social Science department faculty, and from the AAUP;
84 and

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86 WHEREAS, faculty at Queensborough Community College have now heard that their
87 reappointment is potentially connected to their vote on curriculum; and these explicit threats at
88 QCC echo more subtle threats that have been made at other campuses, as administrators
89 communicate to department chairs and faculty members about the consequences of their votes on
90 Pathways curriculum; and

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92 WHEREAS, the faculty of Hunter College stands with the Queensborough Community College
93 English Department which recently voted to uphold academic standards;

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95 WHEREAS, the atmosphere of intimidation that now surrounds faculty votes on Pathways
96 curriculum is antithetical to a university; and

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98 **BE IT RESOLVED**, for this to change, the CUNY administration should issue an unambiguous
99 message that it respects the faculty's right to vote on matters of curriculum—free from
100 intimidation—according to their judgment of the best interests of their students and the standards
101 of their profession; and

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103 **THEREFORE BE IT RESOLVED** that we, the Hunter College Senate, shall exercise our
104 governance authority, guided by pedagogical judgment, regarding any proposed curricular changes
105 at our college; and

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107 **BE IT FURTHER RESOLVED**, that the Hunter College Senate reaffirms its commitment to
108 faculty governance and the control of curriculum by the relevant departments, defending the
109 genuine interests of students as well as faculty and staff against administrative intrusions that are
110 antithetical to the norms and purposes of university life.

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112 The question was called and carried. The voting by clickers produced the following results: 51 in
113 favor, 2 opposed, and 3 abstentions. The resolution carried.
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119 **Report by the**
 120 **Administrative**
 121 **Committee:**

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

a) **Resolution Regarding the Aftermath of Hurricane Sandy**

Christa Davis Acampora, Chair, presented the following resolution for consideration as old business by the body:

RESOLUTION RE: THE AFTERMATH OF HURRICANE SANDY

WHEREAS, on October 29, 2012 a hurricane struck the New York metropolitan area, including coastal areas in New Jersey and Long Island, resulting in catastrophic destruction of human life, property, and critical transportation systems, and

WHEREAS, a recent Hunter graduate, Jessie Streich-Kest, is among the dead, and many Hunter students and staff suffered total losses of their homes and personal belongings, and

WHEREAS, the College lost use of a major academic building and residence hall at the Brookdale Campus, displacing hundreds of students and resulting in the loss of years of research and specialized equipment essential for the education of those students, and

WHEREAS the College was closed for four days and inaccessible for many members of the community long after the College reopened, and

WHEREAS, the resulting grief, distress, and inconvenience will continue to impact the Hunter community throughout the rest of the current semester and beyond,

BE IT RESOLVED that the Hunter College Senate expresses its deep concern for all members of the community affected by this event, and

BE IT FURTHER RESOLVED that the Senate and its committees affirm their commitment to supporting all students in completing their courses, and that the Senate will do everything within its authority to facilitate student academic progress.

A motion carried to amend the 4th paragraph of the resolution to: WHEREAS the College was closed for **3 days, classes cancelled for 4 days**, and inaccessible for many members of the community long after the College reopened, and.

The question was called and carried. The voting by clickers produced the following results: 54 in favor, 0 opposed, and 1 abstention. The resolution carried.

b) **Approved Curriculum Changes**

The following curriculum changes as listed in the Report dated 14 November 2012 have been approved as per Senate resolution and are submitted for the Senate's information: Items US-1834 and US-1836 (Geography).

c) **Resolution: CUNY Institute for Computer Simulation, Stochastic Modeling and Optimization (COSSMO)**

Provost Vita Rabinowitz was called to briefly express support for the institute.

RESOLUTION RE: THE CUNY INSTITUTE FOR COMPUTER SIMULATION, STOCHASTIC MODELING AND OPTIMIZATION (COSSMO)

RESOLVED, that the CUNY Institute for Computer Simulation, Stochastic Modeling, and Optimization be established at Hunter College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees.

The question was called and carried. The voting by clickers produced the following results: 57 in favor, 0 opposed, and 0 abstentions. The resolution carried.

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 179 **14 November 2012**

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d) **Election of Committee Chair:**

The floor was open for nominations for Chair of the GER Committee.

Professor Pamela Mills (Chemistry) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the candidate. The motion carried by voice vote without dissent and Professor Mills was re-elected.

190 **Committee**
 191 **Report:**

Report by the Committee on Academic Assessment & Evaluation

Please see Appendix II for the presentation by Mosen Auryan, Director of Assessment, on the Collegiate Learning Assessment (CLA).

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195 **New Business:**

Report by the Undergraduate Course of Study Committee

Professor Eckhard Kuhn-Osius, Chair of the Committee, presented the following update on "Pathways". Below is a summary of what he said:

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"The college is moving forward with the review and approval of courses. Unfortunately, the college option must be treated as a bucket. Therefore, transfer students will also be bringing parts of the college option from other colleges.

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Departments have been asked to revise their proposals should contact the Senate office as soon as possible. We have already received approvals. A few proposals were returned by CUNY.

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Because the college does not have a moratorium on Pathways, we must continue without delay.

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Please expect an invitation to a Senate and UCSC sponsored event called "Courses of Study Conference". The event will be held on November 28th.

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It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:24 PM.

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Respectfully submitted,

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Lisa Marie Anderson
 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	A
	Ignasi Clemente	(A) X		Mee'Len Hom	A
	Jessica Rothman	(A) X		Danise Hoover	(A) A
Art	Malik Gaines	X		Jonathan Cain	(A) X
		(A)	Mathematics & Statistics	Sandra Clarkson	A
		(A)		Robert Thompson	A
Biological Sciences	Shirley Raps	A		Verna Segarra	(A) X
	Paul Feinstein	X	Music	Patrick Burke	(A) A
		(A)		Jewell Thompson	X
		(A)		Michele Cabrini	(A) X
Chemistry	Akira Kawamura	A	School of Nursing	Jana Freiman	(A) X
				Anita Nirenberg	A
	Pamela Mills	(A) X		David Keepnews	X
	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) X
	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	X
	Avi Liveson	X		Jason Young	X
	Timothy Goodspeed	(A) X			(A)
		(A)	Romance Languages	Peter Moller	(A) X
Educational Foundations	Cynthia Walley	A		Michael Perna	X
	John Keegan	(A) X		Rolando Perez	A
	Arnold Wolf	(A) X		Paolo Fasoli	(A) X
English	Chong Chon-Smith	A	School of Social Work	Monica Calabrito	(A) X
	Michael Thomas	A		Caroline Gelman	X
	Cristina Alfar	(A) A		Nancy Giunta	A
	Barbara Webb	(A) X		Mimi Abramovitz	(A) X
Film & Media Studies	Larry Shore	A	Sociology		(A)
	Tami Gold	A		Mark Halling	A
		(A)		Joong-Hwan Oh	(A) X
		(A)	Special Education	Thomas Degloma	(A) A
Geography	Haydee Salmun	A		Elissa Brown	A
	Jochen Albrecht	(A) A		Angela Mouzakitis	(A) X
		(A)	Theatre	David Connor	(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	A		Stanley Moses	A
		(A)		Jill Simone Gross	(A) X
			School of Urban Public Health		(A)
				Lydia Isaac	A
					(A)

At- Large, and Lecturers & Part-Time Faculty

Madlyn Stokely	Student Services	X
Taahira Maynard	Student Services	(A) A
Barbara Barone	Mathematics & Statistics	A
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	A
Gabriela Smeureanu	Chemistry	X
Laxmi Ramasubramanian	Urban Affairs	X
Christa D. Acampora	Philosophy	A
Barbara Sproul	Religion	X

Students

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

Administration

Senators:

HEO/CLT Representative	Bill Zlata	X
Vice President for Student Affairs	Eija Ayravainen	A
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	A

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

APPENDIX II

A Brief History

- **CPE (CUNY Proficiency Exam)**
 - Approved in 1997 & implemented in 2001
 - All student with 45 credits needed to pass the test as a certification of readiness for upper division courses
- **CPE Task Force – Nov. 2009**
 - An expensive high stake test
 - Does not allow us to benchmark our student achievement relative to other comparable institutions
- **The CUNY Task Force on System-Wide Assessment of Undergraduate Learning Gains**
 - Identify an standardized assessment instrument to measure learning gains in CUNY undergraduate institutions

Collegiate Learning Assessment (CLA)

- Focus on key general education competencies based on real-world scenarios -- no multiple choice or T/F questions
- Critical Thinking
- Analytic Reasoning
- Problem Solving
- Writing Skills



CLA Task: Performance Task

- **Performance Task (90 minutes)**
 - Response to a writing prompt that is associated with a set of background documents.
 - Example: “You are the assistant to the President of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech sales force, recommended that DynTech buy a small private plane (SwiftAir 235) that she and other members of the sales force could use to visit customers.....”

CLA Task: Analytic Writing Task

- **Section 1 (45 Min.):**
 - Make-an-Argument: Perspective on an issue like “Government funding would be better spent on preventing crime than dealing with criminals after the fact.”
- **Section 2 (30 Min.):**
 - Critique-an-Argument: Identify and describe logical flaws in an argument.



CLA: The Unit of Analysis

Measure of institutional contribution to gains in student learning

- As of 2012
 - 4-year college: 167
 - 2-year college: 12
- In 2010
 - The 31-member of OECD signed a contract with CAE for an international version of the test



CUNY Pilot Study of the CLA

- **Spring 2012**
 - 4-Year College (CLA):
 - City College
 - Brooklyn College
 - 2-Year College (CCLA):
 - Borough of Manhattan Community College (BMCC)
 - LaGuardia Community College

The Hunter CLA Team

- Li Gardiner
- Amanda Lorens
- Susan Konig
- Joan Lambe
- Yvonne Rubie
- Tyran Hunter
- Bill Zlata
- Mosen Auryan

Hunter CLA Project



Resources

- CLA Website: <http://www.collegiatelearningassessment.org/>
- ACERT (Assessment) Website: <http://www.hunter.cuny.edu/acert>
 - Report of the CUNY Task Force
 - Architecture of the CLA
 - CLA Scoring Criteria
 - CLA Sample Report
 - CLA Technical FAQs
- ACERT Team
 - Pedagogy
 - Assessment
 - Technology