

MINUTES

Meeting of the Hunter College Senate

5 March 2014

- 1 The 559th meeting of the Hunter College Senate was convened at 3:40 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 **Report by the President:** **A summary of President Raab's report is in Appendix II.**
 11
- 12
 13 **CUNY Presidential Evaluation Process** **Cheryl Littman, University Director of the Performance Management Process reported on**
 14 **the President's Evaluation.** Below is a summary of what she said:
 15
 16 Below is a statement of what she said:
 17
 18 "I have asked to speak to the Hunter College community without the President being present. It is
 19 not because of the information I am sharing. The President is aware of the information. However,
 20 it is because of the questions that you might have. I wanted you to feel comfortable [asking them].
 21 My name is Cheryl Littman and I am the Director of Performance Management Process (PMP) for
 22 the Central Office. I work in the Office of Academic Affairs. Part of my responsibility is to assist
 23 the Chancellor in conducting presidential evaluations. Let me share the evaluation process overall
 24 but I am going to focus on the component that involves you and me. According to the Board of
 25 Trustees guidelines, the Chancellor evaluates presidents on 3 to 5 year cycles for any CUNY
 26 president who has been here for at least 3 years. President Raab has been through this process
 27 before, last time was in Spring 2009. She will be going through that process again now. I think
 28 everyone in the room already knows that because the process is underway. I am coming to speak
 29 with you after the survey component of the evaluation has opened. However, that does not really
 30 matter because it is still open and there is still an opportunity to participate. I believe everybody
 31 has received an email from President Raab explaining that she will be going through the
 32 evaluation process this year and what to expect. Those of you who are invited to participate have
 33 received an email from Chancellor Kelly with some information about how to access the online
 34 survey and how to participate. The evaluation has 3 main components:
 35
 36 1. Self-Assessment:
 37 President Raab is preparing this right now as part of her evaluation. It is a confidential self-
 38 assessment that will be submitted to the Chancellor and he will share that with the Board of
 39 Trustees.
 40
 41 2. Key Performance Indicators:
 42 These indicators come from the performance management process. The data from that process are
 43 public data so there are no surprises and no confidentiality concerns. It is a set of indicators that
 44 everyone would agree that the Chancellor will be interested such as, graduation rates, teaching,
 45 fund raising, and some other quantitative indicators that are part of Performance Management
 46 Process.
 47
 48 3. Evaluation Survey:
 49 I am here to speak about [this component] to you as I have to various members of the Hunter
 50 College community.
 51

First, I work with the president's office to identify groups or parts of the community that should participate in this process. We go through a negotiation process on which groups should participate and the Chancellor weighs in on which groups he would like hear from. Primarily, we use a common set of groups across the campuses. (Hunter College is the ninth college evaluation I have conducted.) There are a few differences in the groups depending on the campus. In the case of Hunter College, there is Hunter Elementary School and High School that is not germane to other colleges.

We hire a vendor to conduct the online evaluation survey. The vendor handles all the logistics of the survey administration. Hunter College provides me with a list of individuals within the groups that we have identified. Based on those lists, I provide the contact information to the vendor, who will then prepare the invitation to the participants on behalf of Chancellor Kelly. The vendor manages the whole [administration] process except the review and analysis of the responses of individuals. The vendor maintains response information in a secure database. The vendor also sends out reminders to the participants that have not responded, usually 2 reminders in the 2-week duration of the survey. [At the end of the survey] the vendor sends me anonymized response data.

Individuals receive login information and a URL to access the survey. They can work on the survey from any location. It is something that you can work on in pieces or all at once. Typically, it will take about 20-30 minutes to complete, but it will really depend on the individual responding. Participants can also work on it offline: if they would like, respondents can copy the questions from the web page, paste it in to a document, write responses, and copy and paste them back to the online survey. Once the survey is completed, it will go to a secure server belonging to our vendor and the identifying information will get separated from the actual response. The only thing attached to the responses will be the group membership to which the participant belongs. Participants that are assigned to more than one group in the College community will only be associated with one group determined by a hierarchy that we have established. The full populations of most of the groups identified are invited to participate. However, full-time faculty and adjunct faculty are sampled because their numbers are too high for a qualitative survey. Those populations are sampled. I draw a simple random sample of those populations separately. The administration of Hunter College does not know who the selected of the faculty are; only the vendor and I know which faculty are selected. Once you receive the survey there are 5 items that prompt the participants to provide some assessment of topics related to the president leadership.

The 5 topics are:

1. Communication, quantitative skills, engagement with the college community,
2. Decision making, accountability, risk management,
3. Standards for people and programs,
4. Flexibility and Support for diversity, and
5. Hiring, retention, and support for administration and staff

Each of the above items has prompts for specific information. Respondents are not required to respond to each. It is up to you; they are topics for suggested responses. Ideally, you will use those to guide your own response if you are invited to participate. You can write on any topic as long as it is germane to president leadership. Any responses that pertain to the topic will be used for analysis.

I will speak to you about the analysis process and also I would like to mention some issues of confidentiality and anonymity. You are known to the vendor because that is how they send out the invitations. Each of you will be receiving individualized user IDs and passwords which should not be shared with others. As I mentioned, once the submission is complete, identifying information gets removed from the response data file, both of which are stored on a secure server.

114 I will be receiving some completed responses before the survey closes due to some timing issues. I
115 need to do some analysis earlier due to the short window that we have to complete this report. So I
116 might get some of the work done before the survey closes but other than that, I get the responses
117 in a complete set. It doesn't matter if you responded to something that was prompted in item 1 in
118 the response window of item 4. In the end, I will take individual responses and I put them all
119 together as one big response. I will read it that way holistically.

120
121 As I mentioned, I do not know whose response I am reading but I do know what group that person
122 belongs to. I take that data and I read through it on multiple occasions. On the first reading I will
123 do a holistic assessment of the president leadership such as, is it positive, negative or balance of
124 the two. On subsequent readings, I am looking for themes that emerge and often those themes are
125 prompted by the questions (item prompts). It is possible that other themes might come up. In that
126 case, they will become a theme that I will report in the summary report. The survey from the
127 campus community will become a summary report that I write from the analysis I do from the
128 responses. It all ends up in a confidential report that is provided to the chancellor, who forwards it
129 to the Board of Trustees, I also provide a copy to the president. No one else will see that report. I
130 summarize individual responses to compute the percentage of responses that are positive, negative
131 and mixed of overall responses. I will do the same thing for individual themes based on the
132 individuals who have commented on a particular theme in their response.

133
134 I use example quotes from individual responses to illustrate points that I am making in the data
135 analysis. For example, if many people say that the President did a lot to support racial and ethnic
136 diversity on campus the President is rated very highly in that area, I might select some quotes from
137 different groups taking about that or if many said that the President did not support diversity, I
138 might include exemplary quotes to illustrate that point. The quotes are attributed to a group not to
139 an individual because I will not even know which respondent said what I take great care in
140 protecting individual confidentiality and anonymity. I will make appropriate changes to the source
141 quotes if it makes sense to do so. There are no references to particular events, to somebody's title,
142 or to a conversation that might reveal the individual to the Chancellor or the Board of Trustees [or
143 to the president].

144
145 Sometimes respondents specify in their answer "Please do not cite this response, I would like to
146 protect my identity and my anonymity". I would take that into consideration and not use quotes
147 from their responses. That has happen in the past.

148
149 I believe I have covered everything that I usually mentioned when I present but I am open to some
150 questions."

151
152 **Report by the**
153 **Administrative**
154 **Committee:**

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

155 **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
156 College, the Administrative Committee presented the names of all nominees received to
157 date:

158 Students: Victoria Hughes

159 It was moved that the Secretary be instructed to cast a single ballot in favor of the
160 nominee. The motion was approved by voice vote without dissent.

161
162 **b) Approved Curriculum Changes**

The following curriculum changes as listed in the Reports Part I, Part II, and Part III dated 5
163 March 2014 have been approved as per Senate resolution and are submitted for the Senate's
164 information: US-1920 (Geography), US-1918 (German), GS-984 (English), GS-975 (School
165 of Nursing), GS-977 (School of Nursing), GS-979 (School of Nursing), GS-980 (School of
166 Nursing), GS-981 (School of Nursing), GS-985 (School of Nursing), GS-982 (Educational
167 Foundations), GS-983 (Curriculum & Teaching), GR-976 (School of Nursing), US-1922
168 (Biological Sciences), and US-1921(Biological Sciences).

c) **Resolution on Expansion of Participation in Senate Meetings**

The resolution was read into the record during the last Senate meeting.

Prof. Christa Acampora said the following:

“This Resolution is on the expansion of participation in Senate meetings. This was attached to the agenda; it is old business as it was addressed at our last meeting. Because it was introduced as new business in that meeting we didn’t vote on it, but we read it into the record. The resolution that you have before you has not changed in any way but I will reread the resolved statement as a refresher.

**RESOLUTION ON EXPANSION OF PARTICIPATION
IN SENATE MEETINGS**

RESOLVED: Senate meetings shall be open to all members of the Hunter community at 68th Street and at designated Hunter College campus satellite locations using two-way video or audio connections. Senators attending meetings at satellite locations, after following the check-in procedures, shall enjoy all of the rights and responsibilities of those physically attending the meeting at the campus at 68th Street and Lexington Avenue, including but not limited to: obtaining the floor, submitting motions, participating in debate and discussion, and voting.

As we had discussed, our plan is to initially make this available to the School of Nursing. When we have it right we will expand it elsewhere as necessary. The idea is that we are hoping to expand participation to include also any member of the college community.

We will establish a similar type of voting mechanism to what we do here, voice vote, paper ballot, etc. To oversee this we expect to elect a parliamentarian who can convey results from that population.

We will possibly have a two-way video and anyone who wants to be recognized will have the opportunity to be recognized from that location.”

The question was called and carried.

A clicker vote produced the following results: in favor 55, against 5, abstain 0.

The resolution passed.

Prof. Christa Acampora added the following remark:

“We will work on doing what we need to do as soon as it happens and we have been wished well in the endeavor. Thank you for that. As I mentioned when we introduced it in the first place, the reason we are asking your permission is because this affects the access to voting and ultimately we need to integrate this into our Charter. The voting procedures are to some extent defined in our Charter. Shortly you will get to hear from the Charter Review Committee.”

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232 c) **Reminder: Advance Notice Materials due April 1**
233 **Announcement: Senate will sponsor a meeting on March 11 to discuss advance notice**
234 **and curriculum procedures at Hunter**

235 Prof. Christa Acampora announced the following:
236
237

238 “A few announcements before we move on to our committee reports. Procedures that
239 would have needed a Letter of Intent in the past are now being replaced with a local
240 process called Advance Notice. It will be an information feed for the Provost and for a
241 similar sort of report that she will provide to the CUNY Central Office. We met today
242 with representatives from Deans’ offices whom are responsible for curriculum
243 development to discuss the advance notice process as well as how to give guidance to
244 others who are working on similar notices.
245

246 We sent out an invitation to do a repeat performance of that presentation for all faculty
247 who are involved in major curriculum initiatives of that sort. If you are just proposing a
248 new course, you don’t need to submit an Advance Notice; it is for a new program or a
249 program activity. If you have any questions as to whether or not you should come, you
250 are welcome to call the Senate Office and we will be happy to see you. The invitation
251 went out last week and the meeting is on March 11, next week.”
252

253 **Committee**
254 **Report**

253 **Committee on Student Success**

254 Prof. Michael Steiper, Chair of the Committee, presented the following report:
255

256 “I just want to give a brief report on our work in the Select Committee on Student Success. The
257 Select Committee on Student Success is a standing committee. I just want to let everyone know
258 that we have a very enthusiastic and eager committee from throughout the college, largely in
259 response to the very thought provoking presentation that the President gave last semester. Our
260 committee has taken up a few items that we think are special things that we need to work on for
261 helping students succeed at Hunter College. There are three of them and I am going to be brief
262 about each of these.
263

264 One is the establishment of some sort of early warning system for students in classes who are not
265 doing well for a variety of reasons. We are not really sure yet how we are going to identify these
266 students or which metrics we are going to use to identify them. However, things like academic
267 performance, attendance, and behavioral issues might come up. We also want to potentially alert
268 students who are doing really well in our classes. So we are thinking about this early alert not only
269 as a warning but also as early guidance. We want to help them get the help that’s appropriate and
270 that already exists at Hunter College. This might be things like visiting a faculty member at their
271 office hours, visiting Wellness Services, seeing an advisor, and/or seeing a major advisor. We are
272 planning on looking at how we can retain students, to enable faculty to do this efficiently and
273 effectively.
274

275 The second thing is the transition that some of the students are making at around their 60th credit.
276 This seems to be a time when students are leaving Hunter at an increased rate. It is a time where
277 students are making some decisions about their college education that might lead them to leave
278 Hunter or start taking fewer credits, things like this. So at the 60-credit mark students are
279 transitioning from pre-major advising to major advising. Students tend to be choosing their majors
280 and this is a time at which we receive a lot of students as transfers. This is a time where they need
281 to get up to speed really quickly at Hunter. So we want to consider this 60-credit time especially to
282 increase students’ success, attendance, and retention.
283
284
285
286
287

291 The third thing that we are considering is the way major advisors can use some of the established
292 tools that Advising is using to better advise students in a more proactive rather than a reactive
293 way. This will tie into the first one by basically asking to reach out to the students more effectively
294 though email and communication. We are working on these three things actively and if anyone
295 would like to reach out to the committee, you are welcome to.”

296
297 **Committee on Charter Review**

298 Prof. John Wallach, Chair of the Committee, presented to following report:

299 “The task assigned to the committee is to review the Charter of the Hunter College Senate and to
300 see whether or not everything is in order. Furthermore, we need to review and see if there are ways
301 to improve its functions and legitimacy in the governance of the college. We, as members of the
302 committee, have no preconceived agenda. I accepted the nomination and the Senate elected me as
303 the chair. Now I am here because Prof. Acampora has invited me to give you a report on what we
304 have done so far. The members of the committee, besides me, in alphabetical order are:

- 305 • Prof. Bobetsky, Music,
- 306 • Elie Chaudry, a student,
- 307 • Prof. Thomas DeGloma, Sociology,
- 308 • Dr. Brian Duffy, as an ex-officio member,
- 309 • Prof. Jill Gross, Urban Affairs and Planning,
- 310 • Prof. Benjamin Hett, History,
- 311 • Prof. David Keepnews, Nursing,
- 312 • Abdul Rad, a student of the Undergraduate Student Government,
- 313 • Steven Wendel, also from the Undergraduate Student Government,
- 314 • Sandra Wilde, Curriculum and Teaching.

315
316 As you can tell, we do not yet have a representative from the other professional schools, but this
317 has not been from a lack of trying. The committee has met twice, once last semester to introduce
318 each other. Then we canvassed the groups for views on what the tasks of the committee ought to
319 be. We assessed what are potential concerns about Senate governance that need to be addressed.
320 The last time the Charter was reviewed was in 2006. We identified several areas that seem to
321 warrant special attention. These include the manner of representation of various segments of the
322 Hunter College community in the Senate (faculty; staff; students; leaders of the college;
323 departments; programs; institutes); the makeup of Senate committees in relation to their functions
324 (the number of members, the chairs, and their path to office). Moreover, we are also reviewing the
325 relationship of the Senate to the Evening Council, to students as a whole, and to the University
326 Faculty Senate. Furthermore, we are reviewing the relationship of the Senate to departments and
327 its role in special programs and institutes. We are conducting a complete review of the governance
328 in existence for departments, programs, and institutes, as well as whether or not we need to adapt
329 to the Perez ruling.

330
331 Professor Acampora raised the question of whether or not we need to modify voting procedures.
332 These are concerns of the committee as a whole. In our February meeting we distributed principal
333 responsibility for these issues to various members of the committee. Our plan for dealing with
334 these tasks and accomplishing our duty has three stages. Stage one is collecting information and
335 other issues that may come up from constituencies and individuals from the college as feasible this
336 semester. Stage two is deliberating about this information in the fall and determining whether or
337 not to recommend changes in the governance, and composing a set of recommendations for the
338 consideration of the Senate in the Spring term of 2015. Stage three is presenting our findings to
339 the Senate for your consideration, amendment and approval, if indeed we recommend amendments
340 to the Charter. For changes to be made, you might be interested to know, the Senate must approve
341 them in three separate votes. This would take place in Spring 2015. That’s what we are up to. I
342 would gladly take any questions about what we have done so far. Thank you for your time and
343 attention.”

350 **Nominating Committee**

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

353
354 **1. Undergraduate Course of Study Committee**

355 Faculty from Humanities & Arts: Janet Neary (English)
356 Students: Roman Povolotskiy
357 Joseph Lipari
358

359 **2. Undergraduate Academic Requirements Committee**

360 Students Alternate: Chireau White
361

362 **3. Committee on the Budget**

363 Faculty Alternates: Jason Young (Psychology)
364

365 **4. Committee on the Library**

366 Students Alternates: Asad Mannan
367

368 **5. Grade Appeals Committee**

369 Students: Jonathan Ayala
370 Students: Chireau White
371 Students: Roman Povolotskiy
372

373 **6. Charter Review Committee**

374 Faculty from Education: Sandra Wilde (Curriculum & Teaching)
375 Faculty from Health Professions: David Keepnews (Nursing)
376 Student Alternates: Elie Chaudry
377

378 **7. Committee on Computing and Technology**

379 Faculty from Health Professions: Martin Dornbaum
380

381 **8. Committee on Academic Freedom**

382 Student Alternates: Zhong Lin
383

384 **9. Committee on Academic Assessment & Evaluation**

385 Faculty from Nursing: Christine Cutugno
386 Faculty from Health Professions: Elizabeth Geltman (Urban Public Health)
387 A&S At Large: Zachary Shirkey (Political Science)
388 A&S At Large: Iryna Vushko (History)
389 A&S At Large: Wendy Hayden (English)
390

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

392 Student Alternate: Ashley Wong
393

394 **11. Select Committee on Honors**

395 Faculty from A&S: Jason Young (Psychology)
396 Faculty from A&S: Jacqueline Brown (Anthropology)
397 Faculty from A&S: Rick Belsky (History)
398 At-Large: Owen Gutfreund (Urban Affairs & Planning)
399 At-Large: Carmen Melendez-Vasquez (Biological Sciences)
400 At-Large: Ivone Margulies (Film & Media)
401 Alternate: Sylvia Tomasch (English)
402 Alternate: Evelyn Ender (Romance Languages)
403 MHC: Jonah Garnick
404 THHP: Sarah Foster
405 At-Large: Abdul Rad
406
407

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411
412 The body moved on without a vote.

413
414
415 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:15
416 PM.

417
418
419 Respectfully submitted,

420
421
422
423
424 Lisa Marie Anderson
425 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	Medial Laboratory Sciences	Patrick Burke	(A) A
	Ignasi Clemente	(A) X		Shahana Mahajan	A
Art & Art History	Jessica Rothman	(A) A	Music	Robert Raffaniello	(A) X
	Malik Gaines	A		Dean Johnston	(A) X
	Daniel Bozhkov	A		Jewel Thompson	A
Biological Sciences	Alt.Susanna Cole	(A) X	School of Nursing	Maura Donahue	(A) X
	Harper Montgomery	(A) X		Catherine Coppola	(A) A
	Shirley Raps	A		David Keepnews	A
	Paul Feinstein	A			0 0
Chemistry	Maria Figueiredo-Pereira	(A) X	Philosophy	Lorie Goshin	(A) X
	Jesus Angulo	(A) X		Anita Nirenberg	(A) A
	Akira Kawamura	A		Omar Dahbour	A
	Pamela Mills	(A) X		Frank Kirkland	(A) X
Classical & Oriental Studies		0 (A) 0	Physics & Astronomy	Laura Keating	(A) A
	Joanne Spurza	X		Marilyn Rothschild	A
	Lawrence Kowerski	(A) A		Kelle Cruz	(A) A
Computer Science		0 (A) 0	Political Science	Ying-chih Chen	(A) X
	Feliza Vasquez-Abad	A		Leonard Feldman	X
	Saad Mneimneh	(A) X		Zachary Shirkey	(A) X
Curriculum & Teaching	Virginia Teller	(A) X	Psychology	Charles Tien	(A) X
	Nadine A. Bryce	A		Joseph Lao	A
	Jason Wirtz	A		Roseanne Flores	A
	Steve Demeo	(A) X		Brooke Wells	(A) X
Economics	Ben Shuldiner	(A) X	Physical Therapy	Jason Young	(A) X
	Howard Chernick	X		Herb Karpatkin	X
	Avi Liveson	X			0 (A) 0
Educational Foundations	Timothy Goodspeed	(A) X	Romance Languages		0 (A) 0
		0 (A) 0		Rolando Perez	A
		0 0		Monica Calabrito	X
		0 (A) 0		Paolo Fasoli	(A) X
English		0 (A) 0	School of Social Work	Michael Perna	(A) X
	Leigh Jones	X		Marina Lalayants	A
	Sarah Chinn	A			0 0
	Barbara Webb	(A) A		Mimi Abramovitz	(A) X
Film & Media Studies	Stephen Wetta	(A) A	Sociology	Ilze Earner	(A) X
	Tim Portlock	X		Mark Halling	A
	Tami Gold	A		Joong-Hwan Oh	(A) X
Geography	Bill Herman	(A) X	Special Education	Mike Benediktsson	(A) X
	Ricardo Miranda	(A) A		Angela Mouzakitis	X
	Haydee Salmun	A		Elissa Brown	(A) A
	Jochen Albrecht	(A) X			0 (A) 0
German		0 (A) 0	Speech-Language Pathology and Audiology	Susan Wortsman	A
	Lisa Marie Anderson	A		Don Vogel	(A) X
	Eckhard Kuhn-Osius	(A) A			0 (A) 0
School of Health Professions	Elke Nicolai	(A) A	Theatre	Deepsikha Chatterjee	0 X
		0 0		Mia Rovegno	(A) X
		0 (A) 0			0 (A) 0
History	Daniel Margocsy	A	Urban Affairs	Jill Simone Gross	A
	Richard Belsky	(A) A		Stanley Moses	(A) X
	Thomas Head	(A) X			0 (A) 0
Library	Mee' Len Hom	A	School of Urban Public Health	Dean Johnston	X
	John Pell	(A) A		Lydia Isaac	(A) X
	Jonathan Cain	(A) A			

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Students

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

At-Large, Lecturers and Part-Time Faculty

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

Summary of President Raab's Report

I know that we recently released an update on the implementation of the strategic plan. Today, with the body's permission, we can spend a little time with the key implementation points. We have the PRR due in June. Vita and I thank so many of you that are on the committee for all of your hard work. We started to think about the progress that we made in implementing the strategic plan. We want to spend a little time highlighting some of the major moves forward to make sure that everyone is aware of them. Think about how you can be involved because there are a lot of exciting opportunities and some of them are coming so fast that we forget to say that we would like to be involved in them.

The first major goal in the strategic plan is the concept of us as a community that agrees on enhancing academic identity as a research oriented institution and never at the expense of our mission as a teaching institution. We have ACERT, FITT and other ways in which we are supporting the teaching mission. There has been a lot of focusing on our investment in research responsibility and research support to faculty. I have been meeting with members of the faculty lately to ask them to think about this question, what else can we do as an institution for faculty as scholars and researchers? Let's bring to that research agenda as many students as possible. We have our limits on resources, but over the years we really have exponentially increased the amounts of money going into the research agenda for faculty.

We have made concrete plans to move into our new floor in the Belfer research building on 69th Street between First and York that was built by Weill Cornell. We have said before that we bought the 4th floor in this building. This is a concretization of our very important partnership that started with the CTSC, the clinical transition research grant that Weill Cornell has. We have been a partner, in which the NIH has been very clear that one of the reasons it was awarded, and then renewed, was because of Hunter's participation in it. Now we have a chance to go even further in this grant by moving physically into the building where Weill Cornell scientists are working. A number of scientists joined Vita and me, about a week or so ago, to take a first tour. We are going to ask that the next meeting of the faculty P&B be held there. It is a model floor: our floor will look like all the other floors. All floors are similarly arranged with open plan and significant lab space. There are about 15 scientists with beautiful open plan space and a lot of wonderful office space for consultation and some open space. The buildings are open to Hunter scientists, conference rooms, facilities, and study rooms. This is really an important relationship. A group of psychologists who are working on stress related research are doing some of the translating of research on patients through the clinical translational research grant with Cornell physicians, particularly for obstetricians who are thinking about the impact of stress on pregnant women and our scientists. There is a whole new level of synergy by being in this building and its effort to support research. When we were first given this grant it was really about the bedside and the nurses participating. We are working with the scientists in that role. What is really interesting is that our scientists all are involved in this grant and one of our first translational impacts is with our physicist Y.C. Chen, who is an expert in laser technology and research. He has helped an ophthalmologist at Weill Cornell to create a new investigation of eye tumors. This is our way of collaborating and another goal of the strategic plan. Interdisciplinary partnerships are moving forward. I do hope that the rest of you will get to see the building and think about your own spheres of research and how you can connect.

I hope all of you have seen the Memorial building plans. We are continuing to plan for that building. There was a lawsuit filed as soon as the building was approved. We are going to be on schedule and moving ahead with designing, preparing, and getting into the ground this calendar year. That building will be for our nurses and physical therapists. The top floors will be for our science researchers. We hope we will have a 300-person auditorium that we can use for entry level science classes which are obviously an enormous challenge for us to find.

When we say research and strategic plan, we mean research in your field, such as in the creative fields that create new types of studio art, performance, etc. We hope all of you find the opportunity to get downtown to 205 Hudson Street where our MFA studio art program is located. It is a wonderful old block building. We have two floors of studios and a new gallery space. So we have 5,000 square foot gallery spaces that are going to highlight the visibility of the program.

Finally, as many of you know, we have now acquired an increase in funding through a major gift of \$15 million. The building right around the corner, which is now occupied by the Kennedy Child Care Center, will be used for the Theater program. It is 26,000 square feet and the inside is little classrooms. We are going to do a major creative renovation and then the Theater Department will move. Our MFA in Playwriting is only a couple of years old, but the students have been winning major national awards. One student had a play on East 59th Street just this week.

One of the major impacts is that space will be vacated in the North Building and obviously a lot of renovations will be needed. This is something we are discussing with the Master Plan Committee. We talked about how to start planning for how that space will be allocated. We are going to start thinking about lots of renovations or realignments. We are hoping the Central office is going to support the plan but that hasn't come through yet. However, we are thinking about our own resources now that we know which floors will be moving. We want to start working with the community on that.

The second point in research is how can we support the faculty who make all of this possible, who are creating the new knowledge and art? Soon after I arrived, while in a faculty lunch someone asked me how much faculty go on conferences each year. I had no idea. That is when I decided we need to do better and provide more money for conferences. We are asking you to do the research and throw yourself into that part of your lives. We have to try and provide support for you to present your research and also to do the work that makes it possible to create it. Money is set aside for travel and conference awards. Moreover, the next idea that came forth from faculty was advancement for smaller projects, like finishing a book. That fund is slowly increasing as well.

Many of you have been involved in Roosevelt House. There has been a lot of cross-fertilization, working in faculty seminars, and different types of seminars over the years, some led by faculty and some led by visitors. We want to keep supporting that. We also have a new program that Dean Andy Polsky is helping us with that was mentoring for midcareer faculty who are trying to recharge their research and need some support from colleagues that can help them think their way into a change and re-imagination.

Most recently, Jeff Mongrain, an extraordinary ceramics professor, has just been made a Distinguished Professor. We obviously don't have an unlimited budget but we want to know where we should be thinking and where should we be putting our efforts.

The second point on the implementation of the strategic plan is to put ideas in people's minds and to help us think about interdisciplinary, collaboration, and partnership. How do we break down silos between departments within schools, our neighborhood, and our community to create more magic for faculty and students? Roosevelt House has been an incredibly successful example of these communities. Roosevelt House has been built by so many people that didn't know about each other and have found that they have so much in common. The CSC did the same thing for Nursing. Rebecca Connor from the English Department has been an extraordinary leader for Arts Across the Curriculum. It is helping the Art Department work with historians but also thinking about how the scientists can help us understand how we perceive art. Just yesterday I was talking to the educators who are now thinking about a new certificate in training art teachers. The School of Education is something we haven't really brought into the idea. We are hoping that more people will volunteer to work with Rebecca as to how we

implement this idea. Rebecca's working very hard at it. Our wonderful Dean of Social Work has been taking the lead in our vision to move the School of Social Work to East Harlem.

It was not just about the school getting a better building and more space but it was a commitment and an academic initiation move into a neighborhood with many challenges and help create a community that's healthier, better educated and more socially secure. Jackie has taken the lead by really moving all through the social work research agenda and student training opportunities, interacting with public health. Education and Nursing are beginning to find projects for students and faculty in the area. We really hope that the School of Arts & Sciences will get many of you engaged in that opportunity. It is exciting to have a community that's welcoming to Hunter. For our Student Services people, we want our students to know about the opportunities for volunteering, for being engaged and for research. A lot of students think this is the campus but we need students to know that Hunter is a very wide campus.

Finally, a thank you and a second call to action. Since we had our meeting in December about how faculty can be engaged in helping the student success agenda, so many wonderful things have begun to happen. I thank Mike Steiper for taking leadership on the Senate's student success agenda and the FP&B for engaging the department. There is a lot of focus now on the ideas that we have brought forward about improving course availability, such as on early warning systems, on student engagement and on advising. We had Mark Halling visit our P&B to talk about online learning. He discussed whether technology and focused online use could really help students add some general education classes to their course load, thus helping them move towards graduation more expeditiously. The Senate has taken up that call again. This year we are going to be putting on the new FITT grant. We are going to have the usual FITT call for teaching with technology but also a separate support fund, specifically for some online options at the recommendation of Student Services. Eija's folks have really begun to identify what general education classes students might take that might work online that would allow them to add a fifth class, because that is where things start to fall apart. Immediately for students who start and are taking twelve credits instead of fifteen, they aren't graduating in four years unless they have a lot of extra credits, and if they fall behind they are falling further and further behind and six years becomes out of reach. We are also having a presidential task force for student advising. Some of you in this room are going to get invitations when you get back to your office and I hope that some of you will accept them. We should do everything we can do with undergraduate advising and their very ambitious agendas. We have many wonderful advisors and we should think about how we can bridge the gap between the departments and pre-major advising. We need to feed each other. We should hear what comes back from the students, such as not understanding all of the requirements of pre major, post major and during the major. We are hoping that our committee will look at a lot of that, as well as work with other Senate committees while thinking about departmental advising. There is a lot more going on with student success. The new library project and the 7th floor are going to be about the learning centers and that is a very exciting investment in student success. For the first time we will have a comprehensive science center rather than one for each department. We hope it will add resources and really help support and work very closely with the departments. We are going to give the Dolciani Center space that is modern and equal with the quality of their work. We can look to a new Writing Center that will help graduates and undergraduates with their writing skills. Today the school is filled with students showing their posters in the undergraduate research conference.

Summer school is coming up. We are trying to do our best to use the data to really know what classes the students need and the one they have been waiting for, so that they can progress towards degrees. We want to offer things that people want to teach. The primary goal of summer school is to help our students move through and graduate within six years. We want to give enormous credit to Shirley and Paul. We have worked through a process to get one of their most heavily oversubscribed biology classes in the summer. We are going to test this but if we are to ease this pressure on the science classes we will be able to help our students move forward. There are other places where there is heavy demand in classes. If you have some thoughts about the summer and you need some special support to offer things, please talk to Vita. This is the moment. We want to see a robust summer schedule for things that our students need.

One of the other points of strategic plan implementation is engaging the whole community in an idea of entrepreneurship. So we need to think about other sources and one of them is alumni support. While the big alumni gifts are really exciting, we really have to do better at building a new fund from alums who can't give the millions but could give the hundred, the fifty, or the two hundreds. We have about a hundred thousand names of undergrad alums who graduated from this institution. We don't have broad participation. So we are really trying to bring people back. There is a lot of mailing going on. In April, we are having our first ever Hunter homecoming and we invited all the alums. We have a thousand people signed up. Furthermore, the Dance program is putting on the dance alum performance. So we may be calling on more of you. We are going to schedule art auctions and everything that we can think of that will engage alums for the day and really remember their alma matter under the guise of entrepreneurship.

I hope we have other opportunities to implement the plan because we just want to keep pushing forward.

The Search for the Chief Information Officer is with the Senate panel and we are hoping to have that completed before the end of this school year. Furthermore, we are going to be asking the Senate to do elections for the search committee for the Dean of the School of Arts & Sciences. That search will start before summer break so we can advertise over the summer, a good time to receive resumes, and then the committee can get to work. We are getting close to announcing the Chief Operating Officer. We had a wonderful candidate but we lost him. However, I am hoping we will have another candidate on an acting basis and that he will be well received by the community. I hope to report more on that.