

MINUTES

Meeting of the Hunter College Senate

13 April 2011

- 1 The 524th meeting of the Hunter College Senate was convened at 3:50 PM in Room W714.
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 3 **Presiding:** Sandra Clarkson, Chair
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 5 **Attendance:** The elected members of the Senate with the exception of those listed 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.
 9
 10 **Minutes:** The Minutes of March 23th were approved as distributed.
 11
 12 **Report by the** A summary statement of President Raab's report to the Senate is attached as Appendix II.
 13 **President:**
 14 President Raab introduced the architect managing the renovations, Calvert Wright, who gave
 15 a slideshow presentation.
 16
 17 Dan Cherubin, the Chief Librarian, spoke briefly in regards to the library renovations. See
 18 Appendix II.
 19
 20 **Report by the** The Chair presented the report as follows:
 21 **Administrative**
 22 **Committee:** Approved Curriculum Changes
 23 The following curriculum changes, as listed in the attached Report dated 4/13/11, have been
 24 approved as per Senate resolution, and are attached for the Senate's information: Items UR-
 25 1704 (Political Science), US-1690 (English).
 26
 27 **Committee** General Education Committee
 28 **Report:** Professor Pam Mills, Chair of the Committee, presented the report dated 13 April 2011 "Re:
 29 CUNY's Proposed Changes to the General Education Requirement and Pathways to the
 30 Majors".
 31
 32 The following resolution was on the floor.
 33
 34 **Resolution on the Proposed CUNY Transfer Policy and Timetable**
 35
 36 Whereas, CUNY community college students who enter a Liberal Arts AA or AS degree program
 37 designed to lead to admission to a senior college have a right to expect the transfer of credit within
 38 the CUNY system to be efficient and to facilitate the student's progress toward a degree; and
 39
 40 Whereas, the general education requirements at Hunter College, as well as most of the other
 41 CUNY colleges, have recently undergone substantial change; and
 42
 43 Whereas, many of the colleges' general education programs have received national recognition,
 44 including the recognition of the Hunter General Education Requirement by the Mellon
 45 Foundation; and
 46
 47 Whereas, each college's curricula for graduation, including majors and general education, define
 48 its particular educational mission within CUNY; and
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55 Whereas, the governance charters of colleges and universities recognize the central role of the
56 faculty in establishing curricula; and

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58 Whereas, a system-wide solution to facilitate transfer within CUNY requires mechanisms for
59 meaningful cross-campus communication;

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61 BE IT RESOLVED, that the Hunter College Senate urges the Office of the Chancellor to delay
62 forwarding the proposed policy to the Board of Trustees in order to give the individual campuses,
63 together with the CUNY Central Office, time to review thoroughly the relevant data, work
64 collaboratively to improve the transfer processes, and insure that the proposed solution solves the
65 stated problem; and

66
67 BE IT FURTHER RESOLVED, that College faculty have the authority to set policy regarding
68 each college's curricula; and

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70 BE IT FURTHER RESOLVED, that an effective CUNY transfer policy can and should be
71 achieved. This effective policy should 1) reflect each campus's mission; 2) recognize each
72 campus's general education requirements; 3) be cognizant of national initiatives such as the
73 AAC&U's LEAP; 4) improve technology to inform and advise students, and 5) develop,
74 strengthen, and use mechanisms for cross-campus dialogues to correct inconsistencies and reduce
75 hurdles to transfer.

76
77 After discussion the question was called and carried.

78
79 The resolution was unanimously approved by voice vote.

80
81 The following resolution was on the floor.

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83 **Proposed Resolution to Maintain Standards at the Senior Colleges**

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85 Whereas, students graduate with 120 credits, and

86
87 Whereas, college curricula are designed to ensure that students experience academic rigor through
88 a structured balance of breadth and depth, and

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90 Whereas, a 30+6+6 approach to General Education will enable students majoring in most of the
91 disciplines in the Humanities and Social Sciences to have more than 50 elective credits, and

92
93 Whereas, Hunter College implemented a new General Education requirement in 2001 motivated,
94 in part, to ensure that students graduate with *more than 50%* of their credits at the advanced level,
95 and

96
97 Whereas, a new CUNY-wide reduced General Education requirement for BA programs would
98 severely undermine academic standards and rigor at the senior colleges by allowing students to
99 graduate with 60 or more credits at the 100 level, therefore,

100
101 Be it resolved, that the Hunter College Senate strongly urges the University and the Board of
102 Trustees to allow the BA programs flexibility to add an additional 16 credits (beyond a 30 credit
103 Framework) to their General Education requirements. Such an addition will *not* impede the
104 efficiency of transfer because students can fulfill their major (24-30 credits) and the 16 credit BA
105 addition well within 60 credits.

106
107 After discussion the question was called and carried.

108
109 The resolution was approved by voice vote with one opposed.

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118 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:30 PM.
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120
121 Respectfully submitted,
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125 Philip Alcabes,
126 Secretary

APPENDIX I

The following members were noted as absent from the meeting

Faculty

Africana&PR/Latino Studies	Milagros Denis-Rosario (A)
Anthropology	Tom McGovern (A) Marc Edelman
Art	Paul Ramirez
Chemistry	Dixie Goss (A)
Classical & Oriental Studies	Yitzhak Berger (A)
Computer Science	Saad Mneimeh (A) Virginia Teller (A)
Curriculum & Teaching	Jody Polleck (A) Jason Wirtz (A) Melissa Schieble Steve De Meo
Economics	Timothy Goodspeed (A) Avi Liveson Howard Chernick
Film & Media	Shanti Thakur (A) Tim Portlock Steve Gorelick (A)
Geography	Peter Marcotullio (A) Traci Warkentin "E"
German	Eckhard Kuhn-Osius
Health Sciences	Stacey Plichta (A) Jack Caravanos
History	Richard Belsky (A) Karen Kern (A)
Library	Rolando Perez
Mathematics & Statistics	Robert Thompson
Music	Michele Cabrini (A)
Nursing	Carol Roye Lorraine Sanders Steven Baumann (A) Anita Nirenberg (A)
Philosophy	Alan Hausman
Physics & Astronomy	Ying-Chih Chen (A) Noel Goddard (A)
Political Science	Ann Cohen Charles Tien (A) Robert Jenkins (A)

Psychology	Peter Serrano (A) Tricia Striano (A) Peter Moller Thomas Preuss
Romance Languages	Michael Taormina
SEEK	Patricia Martin (A)
School of Social Work	Kenny Kwong (A) Michael Lewis Nancy Giunta (A) Jonathan Prince
Sociology	Joong-Hwan Oh (A) Mark Halling "E"
Special Education	Donia Fahim (A)
Theatre	Deepsikha Chatterjee (A)

Lecturers and Part-Time Faculty

Laxmi Ramasubramanian (Urban Affairs)
William Sakas (Computer Science)
Christa Acampora (Philosophy)
Barbara Sproul (Religion)
Makram Talih (Health Sci)

Administration

Dean Sherryl Graves (A)
Dean Kristine Gebbie (A)

Ex-Officio

David Wexler, USG Pres.
Sonya Acevedo, CLT Council Pres.
Theodore Ryo, GSA Pres.

Students

Sheila Spencer
Ambalika Boodrham (THHP)
Krishan Sharma
Andy Lall
Fei Yan Mock
Alexander Lemell (Philosophy)
Jarret Freeman (undecl.)
Eli Cohen
Marcin Wisniewsky (Music Grad.)
Runako Taylor (Grad. Classics)
Raya Harris (undecl.)
Kelly Postlewait (Urban Aff.)

APPENDIX II

Report by the President

The following is a summary statement of President Raab's report to the Senate. She said:

"We want to assure people that we are moving along with the library renovation. I found it to be an incredibly important priority that we think about the physical space and the interactions among faculty, student learning and the library. We needed to come together as an institution and think about ways to physically renovate and think about the 21st century library. I asked Barbara Berney to chair the Presidential Task Force on the future of the library. It was a very large Task Force because we had it broken into three areas: facilities, faculty & support for research, and student learning. The result was an extremely thoughtful report which we handed to our architect to get a sense of who we are and what we are looking for. What struck us most in this project was that the library is 165,000 square feet. It's an extraordinary amount of space and it is not particularly well laid-out. As time went on, the space has not evolved with the changing use of the library. When it was designed, almost every floor had stacks. Students using fewer books and relying more on digital resources need a place that respects the academic mission. The library must give them room to study quietly, to research both online and through books, but also to work together on interactive and shared projects. Faculty and the library staff ask for classrooms with computer technologies. When we planned the new building in East Harlem, we made a decision to try to bring the central archives closer to the community; they are particularly interested in Puerto-Rican history and in accessing the collection. That gave us the good fortune to free up space in the main floor of the library. This is 2400 square feet that we are now turning into a central reading room. Students were clear on wanting an information commons. The Library staff believes that they should actually be on the floor below, closer to the collections as they are delivered and processed. That move frees up that side of the library for an incredible information commons. With all of these developments we were able to say to our architectural team: we have the space and we have raised a significant amount of money, not enough money to do the whole library but more than enough to begin the first phase. We will be working through the summer and fall. Our expected completion date is in January 2012. Our goal has been to allow continued access to the library while we do the construction. As far as the rest of the library, it is a work in progress. One of the things that we know we will be moving into the library in the next phase is a science learning center. We have raised money to re-create and re-think how we do science tutoring. It is now the Socrates Center and the Physical Sciences Learning Center for physics. Hopefully it will be able to serve chemistry, biology and psychology as well. It will turn into one state-of-the-art science learning center. We have other ideas for students' study centers in the library and we are going to be working with different departments and groups to make sure that the library reflects the needs of the community. I'm very pleased to introduce Calvert Wright who has worked with a number of academic institutions. I think that the best example of Calvert's work is our own Zabar Library on the 16th floor of the North building. This was a storage room for Centro archives. It has become an art library for the Art Department. We have raised over five and a half million dollars to start this first floor. The Hunter College Foundation Board is extremely engaged and extremely committed to getting this whole project done. They are making it their priority to raise the money so that we can move immediately to the fourth floor and the second floor, and then go up and down from there."

President Raab yielded the floor to Calvert Wright, Architect for the Wexler renovation, who showed a slideshow presentation. He yielded the floor to Dan Cherubin, Chief Librarian, who said:

"I hear of how a lot of places are getting rid of their libraries. It's really refreshing and awfully nice that we are in administration that wants to improve the library. It is going to be in phases. Right now as the construction is going on the Student Reserve will be downstairs but they will be moved upstairs. The laptop loans and other A/V landing and loaning will be kept on the second floor in the area that will become sort of A/V section. The reserve items will be moved up to the third floor. The desk is being expanded. There will be room for more people instead of people wandering straight into library where there are huge lines of students checking out books and getting reserve material. They will be entering another way to ease the entry and exit of the students and faculty as they get material."