

MINUTES

Meeting of the Hunter College Senate

16 May 2007

The 480th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.

Presiding: Richard Stapleford, Chair

Attendance: The elected members of the Senate with the exception of those listed in Appendix I.

Election: Election of Senate Officers

The floor was open for nominations for Chair of the Senate.

Professor Richard Stapleford (Art) was nominated.

It was moved that nominations be closed. The motion carried by voice vote.

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

The floor was open for nominations for Vice Chair of the Senate.

Ms. Kelle Jacob was nominated.

It was moved that nominations be closed. The motion carried by voice vote.

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

The floor was open for nominations for Secretary of the Senate.

Professor Jill Gross (Urban Affairs) was nominated.

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

The floor was open for nominations for Chair of the Evening Council of the Senate.

Professor Sandra Clarkson (Mathematics & Statistics) was nominated.

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

Report by the The Chair presented the report as follows:

Administrative

Committee:

Senate Meeting Schedule for Fall 2007 and Spring 2008

The Fall 2007/Spring 2008 Senate meeting schedule was adopted for the following Wednesdays from 3:30 to 5:25 P.M.:

FALL 2007

September 5 and 19

October 3 and 17

November 7 and 28

December 5 and 12

SPRING 2008

February 6 and 20

March 5 and 19

April 2 and 16

May 7, 14, and 21

55 **List of Candidates for Diplomas and Degrees**

56 Professor Stapleford moved for the ceremonial adoption of the list of candidates for diplomas and
57 degrees to be awarded in June 2007. The motion carried by voice vote without dissent.
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60 **Approved Curriculum Changes**

61 The following curriculum changes, as listed in Parts I, II, and III of the Report dated 16 May 2007, were
62 approved as per Senate resolution and were submitted for the Senate's information: Items UR-1500
63 (Biology), US-1486 (Psychology), US-1487 (Chemistry), US-1488 (School of A&S Post Baccalaureate
64 Certificate), US-1489 (School of A&S FYS 100), US-1490 & US-1491 (Women's Studies), US-1492
65 (Anthropology), US-1493/GS-733 and US-1494/GS-734 (Economics), US-1495 (School of A&S –
66 Public Policy Concentration), US-1496 (Anthropology), US-1484 and US-1498 (Mathematics &
67 Statistics), US-1499B (Geography), GS-704 (Art), GS-705 (Classics/C&T/EDF), GS-722 (Economics),
68 GS-706 and GS-718 (Educational Foundations), GS-708 through GS-717 (C&T/EDF), GS-703, GS-
69 707, GS-719, 720, and 721 (Special Education), GS-723, GS-724, GS-728, GS-729, GS-730, and GS-
70 731 (Curriculum & Teaching), GS-725 (Educational Foundations), GS-726 and GS-732
71 (C&T/EDF/English), GS-735 (School of Health Sciences).
72

73 Professor Stapleford next informed the Senate that the following two proposals had been approved by
74 the Graduate Course of Study & Academic Requirements Committee, but they had not been previously
75 distributed to Senators and Chairs:
76

77 GS-736 Letter of Intent for a Joint Doctoral Degree with the Graduate Center in Biology,
78 Biochemistry, Chemistry, and Physics
79

80 GS-737 Letter of Intent for a Joint Doctoral Degree with the Graduate Center in Public Health
81

82 He yielded the floor to Provost Rabinowitz. The following is a summary of her statement. She said:
83

84 "I appreciate this opportunity to speak about a matter that is of considerable importance to the
85 College. Its implications will become clearer in the next two years, but it is important that I present
86 a conceptual framework for considering two Letters of Intent. These are Letters of Intent for
87 Graduate Center and Hunter College Joint Doctoral Degrees. The particular programs affected are
88 Urban Public Health in the Schools of Health Professions and Biological Sciences, Biochemistry,
89 Chemistry, and Physics in the School of Arts & Sciences.
90

91 The implications for the College are many and I want to preview some of the issues in the joint
92 doctorates. For a variety of reasons the consortia arrangement between the Graduate Center and the
93 campuses that was forged in the early sixties is breaking down and new structures are taking their
94 places. As you know, the agreement was that the Graduate Center is the doctoral degree-granting
95 institution of CUNY and the campuses grant master's degrees, bachelor's degrees, and various
96 associate degrees. The campuses are given an opportunity to offer doctoral degrees in partnership
97 with the Graduate Center in selected areas, the ones that I mentioned above. Should these changes
98 be approved by our governing body and by the State Education Department, it will not change our
99 Carnegie classification, and it will not have a significant effect on most of our grants and our
100 abilities to participate in other opportunities. But there will be implications, including financial
101 implications, and I want to preview some of them for you.
102

103 Why Joint Doctoral degrees? I will take the matter of the Sciences first. Doctoral education in the
104 Sciences happens almost exclusively on the campuses. Certainly, doctoral education in Biology,
105 Chemistry, Biochemistry and Physics happens almost exclusively at Hunter College and City
106 College within CUNY. A Blue-Ribbon Panel commissioned by the Chancellor to evaluate Sciences
107 at CUNY in the CUNY Decade of Science made a clear determination that Hunter and City should
108 be acknowledged for the doctoral training they already do and should continue to build a science
109 infrastructure that will support doctoral education from undergraduate through doctoral levels. This
110 is a remarkable opportunity for Hunter College to claim students it trains exclusively. It also gives
111 us

an opportunity to support these students at a level heretofore unimagined. What precisely do I mean? The joint degrees in the sciences will come with new financing, and the campuses and the Graduate Center will split the cost of educating students at a level that will enable us to attract the very best doctoral students we can and that we will enable them to finish their degrees in a timely fashion. Many of you sitting here are doctoral faculty, as well as everything else that you do. 90% of the faculty in the sciences are doctoral faculty and they take their mission of educating doctoral students as seriously as anything else that they do, and they view the education of students as a continuous thread from undergraduate through doctoral training with all of the levels enriching each other. So, the joint degrees will enable us to regard these students as our own students and treat them that way. Even though many of us feel in our hearts that they are partly ours, they currently belong administratively entirely to the Graduate Center. This is a chance for us to change that. It is regarded as something the sciences want very much. It is something that future generations of students will find very important. It is something that we, the administrations of City and Hunter, are very excited about although this is challenging and there are many unanswered questions. It also is something that the faculty and administration of Queens and Brooklyn and other colleges are very upset about. They also have excellent faculty but they do not have the science infrastructure, they do not bring in the external funds, and they are not the powerhouses that we are in those areas. So, this recognition will help us in our quest for a Science building, will help us in our quest for more moneys within and beyond CUNY, and will enable us to offer more opportunities to our students. The School of Public Health is a different matter. As you know, the Chancellor announced recently that by 2010 there would be a CUNY School of Public Health, that it would be situated at Hunter College, and that it would report to the President of Hunter College. In order for us to become a School of Public Health, we need first a Doctoral Program in Public Health, which we have moved through governance successfully and which is now at the State Department of Education. I am very hopeful about that, but because much of the cost and much of the work of educating these public health specialists will take place on Hunter campus and will take place with Hunter resources, we are seeking recognition for the work we do via joint doctoral degrees. Again, Hunter College will be free to consider these students our students and that is important to programs as well as the students. So, what is before you today is the concept of joint doctoral degrees in four areas within the School of Arts and Sciences and one within the Schools of the Health Professions. I thank you for your indulgence in considering these matters.”

After brief discussion it was moved that GS-736 and GS-737 be approved.

The motion carried by voice vote without dissent.

Search Committee for Assistant Vice President for ICIT

The Chair informed the Senate that the *College-wide Search Procedures* have been updated as follows:

I. Section 1. B. 6:

The title for the position has changed from Director of OICIT to Assistant Vice President for ICIT (Instructional Computing and Information Technology).

II. Section 3.A. Nomination and Election of Candidates for Membership (Changes are underlined):

In the case of a search for ~~Director of OICIT~~ Assistant Vice President for ICIT, the Hunter College Senate shall elect a panel of 12 faculty (including at least two faculty members from the Library) and 6 students in such a manner as to achieve the widest possible distribution among the divisions, and 6 members of the staff from the Admissions and Registrar's Office and from areas reporting to the Provost and the Vice President for Finance and Administration. Nominations of members of the staff shall be made by petition to the Senate of at least 25 signatures. From this panel, the President shall choose a search committee consisting of 6 faculty members (including at least one faculty member from the Library), 3 students, and 3 members of the staff (from the Admissions and Registrar's Office and from areas reporting to the Provost and the Vice President for Finance and Administration).

177 He then presented the following **List of Nominees for the Search Committee for Assistant Vice**
178 **President for ICIT**, as distributed:
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180 Nominees for Chair Panel: Professor Manfred Kuechler (Sociology)
181 Professor Jack Caravanos (School of Health Sciences)
182 Professor Louise Sherby (Chief Librarian)
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184 Nominees for Member Panel:

185 Humanities & Arts:

186 AFPRL:

187 Classical & Oriental Studies:

188 Film & Media Studies:

189 German:

190 Romance Languages:

FACULTY:

Harry Rodriguez

Joanne Spurza

Gustavo Mercado

Lisa Anderson

William Chase

STUDENT:

Joseph Tekus

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193
194 Sciences & Mathematics

195 Biology:

196 Computer Science:

197 Geography:

198 Mathematics & Statistics:

Thomas Schmidt-Glenwinkel

Stewart Weiss

Jochen Albrecht

Robert Thompson

199
200 School of Education:

201 Curriculum & Teaching:

202 SEEK:

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204 Library:

Anthony Picciano

William Wimberly

Valeda Dent

Louise Sherby

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206
207 **STAFF:**

Bill Zlata (Director of Admissions)

Marilyn Daley-Weston (Registrar)

David Potash (Associate Provost)

Bill Jones (ICIT)

Gil Giannini (ICIT)

Lisa Decker (ICIT)

Nick Trippel (Soc. Sci. Computing Lab)

Tony Grande (School of Social Work)

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216 It was moved that the entire slate as presented be forwarded to the President.
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218 The question was called and carried. The motion was approved by voice vote without dissent.
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220 **Special Advisory Committee on Academic Functions at Roosevelt House Public Policy Institute**

221 The Administrative Committee, having consulted with the Provost, submitted the following slate for
222 Senate approval in accordance with the resolution approved by the Senate at the April 25th meeting
223

224 **Faculty:**

225 School of Education:

226 School of Social Work:

227 Schools of Health Professions

228 Urban Affairs & Planning:

229 Political Science:

230 Economics:

231 History:

232 Philosophy:

Ellen Trief

Mimi Abramowitz

Anahi Viladrich

Jill Gross

Lina Newton

Purvi Sevak

Jonathan Rosenberg

Omar Dahbour

234 **Meeting of the Hunter College Senate**
235 **16 May 2007**
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238 Sociology: Nancy Foner
239 At-large: Joe Vitteritti (Urban Affairs)
240 At-large: William Solecki (Geography)
241 **Provost:** Vita Rabinowitz
242 **Students:** Oluwatobi Jaiyesimi
243 Scott Copeland (Urban Affairs/Statistics)
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245 The slate was approved by voice vote without dissent.
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247 **Report by the**
248 **President:**
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A summary statement of President Raab's report to the Senate is as follows. She said:

250 "I know the Senate is looking at the CUNY Student Complaint Procedure. As you know, at the end
251 of the day the Board of Trustee preempts whatever local legislation is passed here, but I understand
252 that the discussion that you are going to have represents the concerns people have. I want to
253 reiterate that I would like to see how the Student Complaint Procedure plays out over the next year.
254 I am very willing to listen to discussion in a year about what may or may not be working on this
255 campus and how it may need to be changed. If we can have a consensus on that, I will bring it to the
256 attention of 80th Street and the Trustees for fine-tuning. However, the CUNY policy is in effect and
257 we do have to follow it. But there is certainly room for discussion after it has been in place for a
258 year.
259

260 I want to make sure everyone knows about Commencement at 2 PM on May 31, at Radio City
261 Music Hall. Our speaker is Jeff Greenfield, political correspondent of CNN who recently moved to
262 ABC News. Our Honorary Degree recipients are Lew Frankfort, the CEO of Coach who was a 1967
263 graduate and, hopefully in person, an extraordinary 1937 graduate from the Biology Department
264 who has made wonderful strides in Biology research to this day. She is 92 years old, and she is
265 extraordinary. She has a pseudonym under which she writes poetry that is published. She is one of
266 those wonderful Hunter graduates, and her name is Clara Szego Roberts. Her parents were refugees
267 from Hungary. She has a great love for Hunter, and she has left us a wonderful Chair of Biology in
268 her will, a \$1M gift, and we hope to honor her at graduation. Finally, we will be listening to a very
269 recent graduate of the Medical Lab Science Program who is the star of the musical "The Color
270 Purple." She is wonderful, and she has agreed to sing for us at graduation. We are excited about
271 that.
272

273 We had a wonderful year in fund-raising, and we are about half-way to our goal of \$50M in our
274 Capital Campaign. We received a \$1M gift from a 1981 graduate for the Honors College. We have a
275 \$1M gift from Lew Frankfort, the CEO of Coach and his wife who has been in education and
276 supports Dean Steiner's program to video tape all of his student teachers. We have also received a
277 \$1M gift from a 1942 alum to name the Painting Program within the MFA in Art. We are very
278 excited about this. We are hoping to be able to announce very soon that we have actually broken our
279 record of \$1M gifts, and we are looking to sign a \$2M bequest and a \$2M gift to the School of Arts
280 and Science. We have also received a \$500,000 bequest for the Theater Department, along with a
281 \$100,000 gift from the same person that we can use while she is still living. We have made some
282 wonderful strides, and we are looking forward to another great year. I hope all of you saw the
283 Mother's Day ad. We received really great feedback. We have raised over \$1.2M in the three years
284 for scholarships, and this is money that Eija is turning into gifts the next day. Again, if you know
285 students who can benefit from scholarship support, please send them to see Eija. They need to file
286 forms, et cetera.
287

288 Finally, I would like to ask John Rose, our Dean of Diversity, to speak a little bit about the recent
289 Diversity Conference which we feel was a very positive discussion."
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291 President Raab yielded the floor to John Rose, who said:
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Minutes
Meeting of the Hunter College Senate
16 May 2007

“Thank you President Raab. I appreciate the opportunity to provide a brief update to the Senate on the Diversity Conference which was held two weeks ago on Wednesday, May 2. I think you know from my prior comments here that the Diversity Conference was the product of a Planning

Committee, itself diverse with students, faculty and staff. We had objectives which were three-fold to make sure that the Conference could serve as a forum for the entire Hunter community to talk about diversity issues, to respond to both issues and action items raised last year at the Diversity Summit and various other forums, and also to lay the ground work for continuing discussion on diversity issues on an ongoing basis. Our theme explored the complexities of diversity, identity learning, communication and collaboration. The Conference was organized around a Plenary Session and two learning tracks, one by a panel of our faculty on the inclusive classroom, and another by an outside facilitator. We had 85 attendees at our Conference, about half of them students. At the Plenary Session there were six speakers including three students, each of whom addressed the various issues from their own unique vantage point. The faculty speakers on this panel included Professor Candice Jenkins from the English Department and Professor Frank Kirkland, Chair of the Philosophy Department. The Plenary Session had a very interesting and stimulating discussion, but Professor Kirkland’s comments generated the most extensive questioning in the ensuing question-and-answer period. He distinguished between a scholastic culture and an ethnographic identity. In a scholastic culture if content has value it is worth knowing; but content should never be studied simply as an instrument of reinforcing ethnographic identity. His comments led to a number of questions about associating bodies of knowledge with physical bodies. For example, can a white male effectively teach courses in Africana/ Puerto Rican & Latino Studies, or Women & Gender Studies? There were many sides and many implications of these issues that were then explored. For some it was important to have diversity across the entire curriculum regardless of ethnicity. Others suggested that without diversity there would be no interest in developing a certain content and bodies of knowledge and some students that attended pointed out that it was important for them to have faculty of color because that empowers them to believe that they can aspire to those positions and because, at least in their experience, content is often changed when faculty of color are instructing.

The afternoon sessions were also stimulating and informative. The faculty panel discussion on the inclusive classroom was moderated by Professor Laurance Splitter of the Center for Teaching Excellence. The genesis for this panel were comments that were made both last year and at other forums during the academic year over the way some faculty members handled classroom discussions on diversity and identity issues, and also the expression by students of a desire to have some kind of training to facilitate faculty discussions of these issues. We thought that a useful approach was to assemble a panel of faculty to discuss their experiences in handling “hot moments” in a classroom. These are moments that are wrapped around a diversity or identity issue, typically arising when a comment is made by a student that provokes a heated argument and sometimes a very emotional exchange. The faculty panelists included Professors Anthony Browne from Africana & Puerto Rican/Latino Studies, Darrell Wheeler from Social Work, Jacqueline Brown from Anthropology, Jennifer Hopper from Political Science, and Rupal Oza from Women and Gender Studies. There was an incredibly robust, rich, and insightful discussion of how hot moments arise, strategies for dealing with them to make them true learning experiences for the whole class while also preserving the classroom as a safe environment for all to express their views. There was a dynamic to this panel discussion which was really, for me, quite exciting. Not only did each panelist feed off the comments of the other but each comment seemed to stimulate additional insight to an analysis of virtually every issue that was discussed. The panelists talked about successes and failures and there emerged from the discussion a series of best practices on how to diffuse tensions, transform arguments into discussions, broaden the discussions so as to include others in the class, and truly make the hot moments a learning experience for all. And thanks to President Raab, we will be pod-casting this discussion on the Hunter College website in the near future so that those who were not able to attend can hear the robust discussion. I will be sending out a notice regarding that in the near future.

Finally, there was a learning track on cross-cultural communications that went very well, it provided participants with a broad conceptual framework and offered them specific skills as well, and based

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on the students' responses to this workshop, we probably will be considering additional workshops in the fall. That is my update on the Diversity Conference."

362 Committee
363 Reports:

Nominating Committee

Dr. Marilyn Rothschild, Chair of the Committee, presented the following nominations for seats currently vacant on Senate committees:

Undergraduate Course of Study Committee: (Tuesdays 12-2)

Student: Yosef Bresko (Honors/Economics)

GER Appeals Committee

Student Alternate Steven Beard (Poli.Sci.)

Departmental Governance Committee

Student: Steven Perchikov (Economics)

Student Alternate: Yosef Bresko (Honors/Eco)

Grade Appeals Committee

Faculty Alternate: Ezra Shahn (Biology)

Undergraduate Academic Requirements Committee

Student: Steven Beard (Poli.Sci.)

Master Plan Committee

Faculty from School of Social Work: Elizabeth Danto

Student: Jonathan Alexandratos (History)

Teacher Evaluations Committee

Students: Steven Perchikov (Economics)

Jonathan Alexandratos (History)

Committee on Computing & Technology

Faculty from Library: Lauren Yannotta

Faculty Alternate: Mary Flanagan (Film & Media)

Staff: Nick Trippel (Social Science Computer Lab)

Select Committee on Performance Measures & Outcomes Assessment

Faculty from Social Sciences: Jill Gross (Urban Affairs)

Faculty Alternate: Bill Williams (Mathematics & Statistics)

399 It was moved that nominations be closed and that the Secretary be instructed to cast a single ballot in
400 favor of the entire slate. The motion carried by voice vote without dissent.
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Committee on Academic Freedom – Re: CUNY Student Complaint Procedure

403 Professor William Sakas, Chair of the Committee, presented the Report dated 16 May 2007, with the
404 recommendation that Hunter College implement CUNY's Student Complaint Procedure (hereafter
405 CSCP) as follows:
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- 407 1. Establish a new Standing Committee of the Senate, the Student Grievance Committee, to
408 handle student grievances unrelated to academic freedom, and not covered by other procedures.
409
- 410 2. The CSCP (in section III) encourages the student to resolve outstanding issues informally with
411 the faculty member, in consultation with the department chairperson or ombudsperson. This
412 approach is strongly encouraged.
413
- 414 3. If the complaint cannot be resolved informally, a student wishing to file a formal complaint
415 shall file it with the Senate office, which in turn will forward it to Chairs of both the Senate
416 Student Grievance Committee and the Senate Academic Freedom Committee.
417

423 The Chair of the Academic Freedom Committee, in close consultation with the Chair of the Student
424 Grievance Committee, shall decide whether the case involves any potential infringements of the faculty
425 member's or student's academic freedom rights.
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- 427
- 428 4. a) In the event that the Chair of the Senate Academic Freedom Committee determines that the
429 complaint does not fall under that committee's purview, the complaint will be passed to the
430 Chair of the Senate Student Grievance Committee.
431
- 432 b) If the grievance is deemed to fall under the aegis of academic freedom, the Chair of the
433 Academic Freedom Committee shall choose two faculty members of the Committee to
434 serve as the CSCP Fact Finders. At the request of either the student or faculty member
435 involved in the complaint, a student member of the Senate may be added as a third Fact
436 Finder.
437
- 438 6. Confidentiality must be considered of paramount importance. The wording of all committee
439 documents related to the CSCP will not reveal the names of the student or faculty member any
440 more than may be necessary to conduct an adequate investigation.
441
- 442 7. The department chairperson will be kept informed of the progress of the investigation.
443
- 444 8. In the event of an appeal, the Appeals Committee will be chaired by the Provost. The Appeals
445 Committee shall also include the Vice President of Student Affairs, the Chair of the Student
446 Grievance Committee, the Chair of the Senate Academic Freedom Committee and a faculty and
447 student member of the Academic Freedom Committee.

448 After discussion it was moved that the report be postponed until the Fall, and that the Chair of the
449 Committee and Gail Scovell from Legal Affairs confer about the wording.
450

451 The question was called and carried. The motion was approved by voice vote without dissent.
452

453 **Committee on Performance Measures and Outcomes Assessment**

454 Prof. Sandra Clarkson, Chair of the Committee, presented the following Report dated 16 May 2007:
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456 Early in the Fall 2006 semester, President Raab, in a discussion with the Administrative Committee
457 of the Senate, urged the Chair of the Senate Select Committee on Performance Measures and
458 Outcomes Assessment to meet with Dean Shirley Clay-Scott and Acting Provost Vita Rabinowitz
459 to discuss how we might work together to make progress toward the upcoming Middle States
460 Evaluation visit scheduled for Spring 2009. Several meetings later, the Administration and our
461 Senate Select Committee had accomplished what had been years in the making.
462

463 **Some important happenings**
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- 465 • Dean Scott has issued the call for Outcomes Assessment Plans from all departments and
466 programs within the College of Arts and Sciences and plans are in and are currently being
467 revised.
468
- 469 • Several members of the Senate Select Committee on Performance Objectives and Outcomes
470 Assessment and other members of the Hunter community have attended off campus meetings to
471 learn more about assessment; these meetings were funded by the school.
472
- 473 • Biweekly meetings are taking place between a small subcommittee of the Select committee and
474 the Provost and Dean of A&S. These meetings will be ongoing throughout the summer and for
475 the foreseeable future.
476
- 477 • The Provost has committed to purchasing books and materials on outcomes assessment. These
478 will be placed in the Provost's conference room so that faculty will have access to them for

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- reference. Additionally, we are considering setting up a website to link to some useful sites for faculty working on their own departmental assessments.

A look at the timeline involved in the Middle States process shows some important dates:

- Fall 2007 Hunter must submit a plan for its self-study. This will happen early in September so many of us will be working during the summer to complete this task. Also in Fall 2007, Linda Suskie of the Middle States Commission on Higher Education will visit Hunter and work with faculty and administration in the planning process.
- For the next year, until Fall 2008, Hunter will be involved in serious introspection. We will be investigating, assessing and documenting myriad aspects of Hunter; outcomes assessment will be going on in the academic areas and within all the administrative areas also. During the Fall 2008 semester, we will have a visit by the college president assigned to chair the MS visit to Hunter. (S)he will provide a first reading and discussion with us of our draft self-study. After revision, that document will go to the visiting committee.
- In the Spring of 2009, the visiting team will come to Hunter. As we know more details of the visit and how faculty and staff may be involved, we will let you know.

From now until the Middle States visit, expect to see a lot of assessment activity here at Hunter and this activity will be ongoing. Additionally, with the evaluation of the GER taking place during the same time, you may be called on to ask your students to complete surveys or to complete an academic task related to the assessment of certain categories in the GER; luckily, any work we do assessing the GER can also be used for our Middle States documentation. If at any time, you have ideas or suggestions for us, please send them to the Chair of the Committee, Sandra Clarkson. Hunter is an incredible school and we fully expect our assessment activities to present that in the best light. As you know, outcomes assessment uses a cyclic approach--define the learning goals; provide learning opportunities; assess students' learning; use the results to improve instruction. So, if we find that we are not accomplishing everything we wish, we fully expect reforms to be funded; we are dedicated to providing the best possible education to our students. Assessment will serve us well.

As you know, last year at this time, our report on the committee progress was brief and indicated that we had made absolutely no progress in outcomes assessment except for the Professional Schools; they have been doing it for years. This year is very different. Also, we are very thankful to the administration, particularly the President, Provost and Dean of A&S who have all been extremely helpful and supportive of the process. They, as we do, recognize the seriousness of the upcoming Middle States visit and the importance to the future of Hunter that we remain accredited. Without a serious start on outcomes assessment, that accreditation would be in doubt. At this time, we are cautiously optimistic that we will be able to make enough of a start to satisfy the Middle States Commission. It will take diligent work for the next year to provide us with a substantial start on assessment; and it will require ongoing work to set up a sustainable assessment cycle that we can carry forward. But we have made a positive start.

To make communication and planning more efficient, the committee is hoping to persuade department chairs to identify 2 (or more) faculty in each department or program to serve as 'point' people for outcomes assessment. In the fall, there will be a number of educational workshops for faculty involved in or interested in learning about outcomes assessment. It is possible that some of those workshops might also be offered during the summer. If you are interested in being involved, please let me know.

At this point, we are prepared to respond to individual departments starting into the process. Chairs or designated faculty may contact me, Sandra Clarkson, Chair of the Committee at sclarkso@hunter.cuny.edu via email and we can set up a meeting. Some of us will be here during

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the summer; for those of you not around during the summer, we will try to be as responsive as possible during the fall.

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16 May 2007**

Grade Appeals Committee

Prof. Peter Parisi, Member of the Committee, presented the following Report dated 16 May 2007:

The Senate Grade Appeals Committee hears appeals from students and faculty regarding disputed grades that have already been appealed to a committee within the relevant academic department. In this process, our charge is to consider whether a grade was determined in accordance with clearly stated guidelines provided by the instructor, generally in his or her syllabus. It is not our responsibility to evaluate the quality of the student’s work, or to question the judgment of the instructor or the department in assigning a grade to that work. We are a diverse body of faculty and students and do not possess expertise outside of our own academic areas. We are concerned only with the fairness of the grading process.

The Hunter College Senate Grade Appeals Committee deliberated on six grade appeals during the 2006-2007 academic year. The purpose of the committee is to review grade appeals “in cases in which the student or the instructor is dissatisfied with the decision of the Department/School Grade Appeals Committee” (Hunter College Grade Appeals Procedures). Deliberations are based on “all the materials used by the Department/School Grade Appeals Committee in reaching a decision” which includes the disputed examinations, papers, course syllabus and “report from the Department/School Grade Appeals Committee to Department Chair on the decision and basis for it” (Hunter College Grade Appeals Procedures).

In the process of reviewing the six appeals, it came to the attention of the committee that a number of issues were not within the purview of the committee as noted in the Hunter College Grade Appeals Procedures. These issues on the Department/School Grade Appeals level related to:

1. Advisement matters that, more easily, could be rectified by sending a student to the appropriate channels within the college;
2. Deliberations that focused on matters that were not solely based on the question of whether the student was graded fairly as stated in the Hunter College Grade Appeals Procedures;

As to matters that were within the purview of the committee, the appeals process may be simplified if greater attention is paid to the following issues:

1. an accurate communication of the grading process to all students, including any revisions made during the term;
2. inclusion of all materials to the Senate Grade Appeals Committee that serve as the basis for the decision on the Department/School Grade Appeals level;
3. evidence of follow-up procedures notifying both the instructor and student for the basis of the Department/School Grade Appeals Committee decision.

**Report by the
Ombudsman:**

Professor William Mayer, Acting Ombudsman, presented the following report dated 16 May 2007:

It has been a whirlwind semester! I received a phone call from Professor Richard Stapleford, Chair of the Hunter College Senate, on January 24 about coming to that office on the 25th. On that Thursday before the new semester began, face to face Prof. Stapleford told me that the Ombuds Officer, Prof. Kathryn Rolland, was going to be on medical leave this semester. Would I be interested in serving as the Acting Ombuds Officer? My department chair, Tamara Green, fortuitously was in the office late that afternoon. Her one question to me was “do you want to do it?” Without a lot of lead-in time to ponder this, I said “yes.” So on Monday, January 29th, as classes began, I started as the Acting Ombudsman!

599 I have learned much since then. I had several phone conversations with Prof. Rolland. It was
600 strange for both of us to be talking about details of the position without our having ever met in
601 person. It has been on-the-job training and learning for me. As I began the process, I realized for

Page 5398

602 **Minutes**

603 **Meeting of the Hunter College Senate**

604 **16 May 2007**

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606 myself that Prof. Stapleford had made a very salient point—much of the job of the Ombuds Officer
607 is listening to persons in one-to-one conferences (although they may have initially phoned or sent
608 e-mail). Most important has been spending the time necessary to hear the inquiries and talk about
609 due process, starting with the teacher and with the department chair. Then, I have come to learn, it
610 makes sense to consult with whomever else in the Hunter community is appropriate for the
611 individual case. Almost all of the situations have involved students, though there have been two
612 situations involving faculty disputes. (One of these was an on-going situation that Prof. Rolland
613 had been dealing with and one was resolved by the day that the faculty member and I were to
614 meet.) With students, the most common issue has been poor teaching on the part of a faculty
615 member and unfair grading. Also, a common issue has involved deadlines for appeals. Some
616 issues have been resolved quickly, others are more long term matters. I have started to visit with
617 department chairs to talk about some of the issues raised. As I came to deal with more and more
618 inquiries, I realized that I needed to meet in person key individuals in the Hunter community. I
619 appreciate the advice and the help offered by the following persons especially: Eija Ayravainen
620 (Vice President for Student Affairs), Marilyn Daley-Weston (Registrar), Marcia Cantarella and
621 Robert Cowan (Office of the Dean of the School of Arts and Sciences) and Richard Stapleford and
622 Renata Murray (Hunter College Senate office).

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624 Here is a summary of the types of issues dealt with in the Spring 2007 semester:

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626 Student complaints about teaching and grading—8

627 Deadlines missed—3

628 Course waiver for graduating senior because of changes in requirements—1

629 Job description changes for a CLT—1

630 Student complaint about changes in lounge rules—1

631 New York State residency dispute—1

632 Faculty disputes—2

633 Referral from the Provost's office involving a student who was arrested for carrying an illegal
634 weapon and who needed legal advice—1

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636 I stand ready to answer any questions that members of the Hunter College Senate have about my
637 activities as Acting Ombuds Officer this Spring. I value greatly this opportunity to serve the
638 Hunter community.

639
640 **New Business:**

The following statement was presented by Ava Berman on behalf of a group of concerned students:

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642 Since March 19, 2007, residents of the Brookdale Community have been required to swipe their
643 ID cards to enter the building between the hours of 10:30 PM and 6:00AM, which we were told
644 was in order to collect information regarding our whereabouts that could be distributed to third
645 parties. We oppose this measure because it invades students' privacy, was implemented without
646 consent or adequate notification, it is arbitrary, and inconsistently applied, it unjustly makes
647 Brookdale residents test subjects for what we believe, is part of a policy of incrementalism
648 eventually leading to greater security measures such as turnstiles. After meeting with the Vice
649 President of Student Affairs who gave us no clear answers as to why the policy was enacted or
650 who was involved in the decision making, we drew up a petition which we presented to dormitory
651 students and have received over 100 signatures to date. We know that the senate is not responsible
652 for this new policy, but we want you to be aware of what regulations are being undemocratically
653 imposed on our students and we look to you for solidarity and support as we continue to fight this.
654 Thank you.

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656 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:05 PM.

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658 Respectfully submitted,
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Jill Gross,
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty

Africana & P.R./Latino Studies	Pedro Lopez-Adorno (A)	School of Social Work	Carmen Moreno (A) Bernadette Hadden
Anthropology	Gerald Creed (A)	Sociology	Charles Green (A)
Biological Sciences	Thomas Schmidt-Glenwinkel (A)	Special Education	Dona Matthews (A)
Chemistry	Pamela Mills William Sweeney	Student Services	Reva Cohen (A) "E"
Classical & Oriental Studies	Fang Dai (A)	Lecturers and Part-Time Faculty	Anthony Picciano (Curr&Teach) David Hodges (Anthropology) Claus Mueller (Sociology) Geraldine Marrocco "E"
Curriculum & Teaching	David Lee Carlson (A)	Administration	Dean Shirley Clay Scott
Economics	Howard Chernick Jonathan Conning (A)	Ex-Officio	Ahmed Tigani, USG President Sarid Levy, GSA President Jason Ares, CLT Council President
English	Jeff Allred "E"	Students	Tithi Ghosh Jonathan Alexandratos (History) Shira Hon (Sociology) Ezra Serrar Nicole Odom George Ra'cz (Film&Media) Siobhan Cawley Senna Fan Ye (Nursing) Jian Jie Ren Yevgeniy Milman (Math&Stat, Grad) Jenny Alcalde (undeclared) Ricardo Jute Steven Perchikov Destimona Anokye Renelyn Joy Carino Isaiah Negron Ho Young Hung (Poli Sci& Sociology) Wanda Anderson Sara Reinstein Israel Burns
Film & Media Studies	Tim Portlock (A)		
Geography	Frank Buonaiuto		
German	Annette Kym (A)		
Health Sciences	Phil Alcabes Mimi Fahs (A)		
History	Bernadette McCauley (A) Barbara Welter		
Mathematics & Statistics	Brian Shay (A)		
Music	Barbara L Hampton		
Nursing	Elizabeth Simon (A) Judith Aponte "E"		
Philosophy	Frank Kirkland (A)		
Physics/Astronomy	Ying-Chih Chen (A)		
Psychology	Jeffrey Parsons (A)		
Romance Languages	Maria Hernandez Michael Perna "E" Monica Calabritto (A)		
SEEK	Patricia Martin (A)		