

**MINUTES**  
**Meeting of the Hunter College Senate**  
**7 May 2008**

- 1 The 4889<sup>th</sup> meeting of the Hunter College Senate was convened at 3:50 PM in Room W714.  
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3 **Presiding:** Richard Stapleford, 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 Senate, and  
8 clickers were distributed to them.  
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10 **Minutes:** The Minutes of April 2<sup>nd</sup> were approved as distributed.  
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12 **Report by the** There was no report.  
13 **President:**  
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15 **Report by the** The Chair presented the report as follows:  
16 **Administrative**  
17 **Committee:** He informed the Senate that this is the last meeting of the 2007-08 Hunter College Senate, and thanked  
18 outgoing senators for their service.  
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20 **Approved Curriculum Changes**  
21 The following curriculum changes as listed in Parts I and II of the Report dated May 7<sup>th</sup> were approved  
22 as per Senate resolution, and were submitted for the Senate's information: Items US-1530 (Biological  
23 Sciences), US-1532 (Interdisciplinary Minor and Certificate in Public Policy), GS-764 (Mathematics  
24 & Statistics), and GS-765 (Theatre: Letter of Intent for MFA in Playwriting).  
25  
26 At this point the Senate agreed to postpone discussion of the Resolution concerning the School of  
27 Nursing until the arrival of the Provost.  
28  
29 The Chair then informed the Senate that the Report by the Select Committee on the First Year  
30 Experience has been postponed to the May 21<sup>st</sup> Senate meeting.  
31  
32 **Committee** **Mellon Project Special Committee to Review the GER**  
33 **Reports:** Professor Christa Acampora, Chair of the Committee, presented the following report as distributed:  
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35 **Topic: The Evolution of General Education at Hunter—"Stage 1"**  
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37 In its initial report *How We Care for the Curriculum*, the committee reported that it finds the basic  
38 curricular architecture of the general education requirement sound. However, it found  
39 programmatic support and implementation inadequate. It also emphasized the need to examine the  
40 goals of specific areas. The committee wishes to focus on "Stage 1: Academic Foundations" in  
41 light of: questions about the goals of entry-level college writing and ways to facilitate them,  
42 awareness of a need to develop communication skills using new technologies and including oral  
43 presentations, questions about adequacy of quantitative preparation of many students, recognition  
44 that Hunter students will need to know more than just history of the United States, awareness of the  
45 desire of some faculty for a broader orienting introduction to academic responsibilities and  
46 opportunities, and university-wide concerns about developing incrementally "information literacy."  
47  
48

53 *What is Stage 1?*—Stage 1 of the current requirement is named “Academic Foundations.” The  
 54 current catalogue description defines it thus: “This Stage involves basic academic skills needed for  
 55 success in the liberal arts and sciences. Accordingly, students should complete this Stage as early  
 56 as possible, preferably within their first 30 credits at Hunter. Exemption may be granted on the  
 57 basis of exams or other criteria as determined by the Hunter College Senate. Such exemptions do  
 58 not yield credit unless they are based on the successful completion of college courses” (emphasis  
 59 added). The requirement has three areas:

60 Stage 1A (3 cr.): English Composition: ENGL 120

61 Stage 1B (3 cr.): Quantitative Reasoning: ECO 221; CSCI 121; MATH 100, 104, 105, 110,  
 62 111, 125, 150, 155, 160; STAT 113, 212, 213

63 Stage 1C (3 cr.): U.S. History: HIST 151, 152; POLSC 110  
 64

65 Their stated goals are:

66 Stage 1A: “This requirement introduces expository writing and academic discourse. Through  
 67 reading, writing and rewriting, students learn to generate, explore, and refine their  
 68 own ideas, analyze and evaluate intellectual arguments, take positions and support  
 69 them persuasively and write with sound grammar, varied sentence structure, logic  
 70 and coherence.”

71 Stage 1B: “The goal of this requirement is to develop competence in mathematical and  
 72 quantitative reasoning, including the use of numerical and graphical data in making  
 73 judgments on personal, professional and public issues.”

74 Stage 1C: “This requirement introduces portions of the history of the United States covering  
 75 periods of time sufficiently long to reveal the historical dynamic and bring  
 76 understanding of the historical contexts that have created our social and political  
 77 institutions. It emphasizes the importance of the historical perspective and method,  
 78 an understanding of how, where and why change has occurred over time and an  
 79 awareness that the world we live in has been influenced by the past.”  
 80

81 The Senate has exercised its prerogative to determine a specific mechanism for exemption only for  
 82 “Stage 1B”: “Students who place out of MATH 125 are exempt from this requirement.”  
 83

84 The committee wishes to discuss the following:

- 85 1. What should be the goals of this crucial area of the curriculum? Minimally, this includes
- 86 providing the grounding in reasoning and communicating needed for academic success.
- 87 2. The current “Academic Foundations” contains two skills and one knowledge set. Is this
- 88 sufficient? Should Stage 1 be expanded, for example, to include scientific inquiry?
- 89 3. Bottlenecks and roadblocks at this level suggest educational and practical reasons for
- 90 creating alternative paths to satisfying the requirement, both through implementation of
- 91 exemption mechanisms, where appropriate, and broadening the range of departments that
- 92 participate.  
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94 It was moved that the Senate dissolve into a semi-committee of the whole for 30 minutes of informal  
 95 discussion.  
 96

97 The motion carried by voice vote without dissent.  
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99 The Senate reconvened in formal session at 4:25 PM.  
 100

101 Professor Acampora yielded the floor to Provost Rabinowitz.  
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103 **Resolution Re: School of Nursing**

104 Provost Rabinowitz requested Senate endorsement of the following resolution which will be submitted  
 105 to the Board of Trustees for the June 20, 2008 meeting. She informed the Senate that the faculty of the  
 106 School of Nursing unanimously endorsed this resolution at their meeting on May 7, 2008.  
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**Resolution Regarding Reestablishment of the School of Nursing at Hunter College as an Independent School within Hunter College.**

RESOLVED, that the School of Nursing at Hunter College shall be reestablished as a separate school within Hunter College with all of the attributes and responsibilities of a school at Hunter; and be it further

RESOLVED, that the Dean of the School of Nursing, who shall report directly to the Provost, shall work with the faculty of the School of Nursing to recommend any changes to organizational structures within the School appropriate to preserve the School's representation in College governance bodies and procedures and to ensure that the By-laws of the School of Nursing reflect its new status and structure; provided that any such changes that require approval of the Board of Trustees shall be submitted to the Board for approval prior to implementation, and be it further

RESOLVED, that until such time as revised procedures are adopted pursuant to the foregoing resolution, appointments, reappointments, promotions and other matters currently within the purview of Committees on Personnel and Budget shall continue to be governed by the procedures adopted by the Board, effective July 1, 1997 except the Dean of the School of Nursing shall co-chair, with voice but not vote, the Personnel and Budget Committee of the Division of the Schools of the Health Professions and shall sit at the College-wide Personnel and Budget Committee with voice but without vote; and be it further

RESOLVED, that there shall be no changes to the governance of the School of Health Sciences until such time as changes may be desired in connection with the establishment of a new School of Public Health; and be it further

RESOLVED, that any inconsistent provisions of the resolutions of this Board of June 23, 1997, December 18, 1978 and June 17, 1974 be superseded.

Explanation: In anticipation of the formal establishment of the School of Public Health as well as the upcoming retirement of the long-time Director of the School of Nursing, Hunter College, with the assistance of an outside consultant, has considered the structure of its School of Nursing and concluded that its programs, students and faculty would be best served by reestablishing it as a full School within Hunter College as it was prior to 1997. The School of Nursing is currently treated as a component of the Division of the Schools of the Health Professions along with the School of Health Sciences. A single Dean is responsible for the entire division. The proposed structure would be more analogous to the structure of the School of Nursing at Hunter College from 1969 until 1997. The proposed organizational changes will not affect the seniority of any of the School of Nursing instructional staff.

The proposed structure would recognize the differing demands and expertise of the School of Nursing and the School of Health Sciences, which houses most of the College's public health related programs. Comparison with other programs around the country reveals that nursing almost always has full "school" status and the school leader is a dean. An independent consultant retained by Hunter reported that at New York University, one of the few nursing programs that had until recently held division status rather than full school status, the recognition of full school status has enhanced their fund raising ability enormously and had an immediate effect on their public and intra-professional image. Hunter believes the requested structure would recognize the full status of the School of Nursing and assist the School in attracting appropriate resources and personnel.

The proposed restructuring will not alter the structure, governance, or programs of the School of Health Sciences which is expected to remain as it is until the new School of Public Health is ready to be formed and accredited. It is also anticipated that the Division of the Schools of the Health

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Professions will continue for a transition period until appropriate structures in the School of Nursing and the future School of Public Health are developed and approved to replace it.

It was moved that the Senate endorse the resolution.

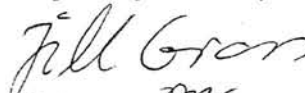
After extensive discussion, Professor Shahn moved that a special meeting of the Hunter College Senate be called for May 14<sup>th</sup> for continued discussion.

After discussion Professor Shahn's motion was approved by voice vote.

At this point discussion of the Report by the Mellon Project Special Committee to Review the GER continued.

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:20 PM.

Respectfully submitted,

  
Jill Gross,  
Secretary

APPENDIX I

*The following members were noted as absent from the meeting:*

**Faculty**

Africana&PR/Latino Studies Pedro Lopez-Adorno (A)  
Anthropology Michael Steiper (A)  
Art Reiner Leist  
Biological Sciences Thomas Schmidt-Glenwinkel (A)  
Chemistry Pamela Mills  
Namby Krishnamachari (A)  
Classical & Oriental Studies Fang Dai (A)  
Computer Science Ioannis Stamos (A)  
Curriculum & Teaching Ann Ebe (A)  
Economics Howard Chernick  
Jonathan Conning (A)  
Educational Foundations Peggy Chen (A)  
Sarah Bonner "E"  
English Mark Miller "E"  
Film & Media Studies Tim Portlock (A)  
Michael Gitlin  
Peter Parisi  
Health Sciences Mimi Fahs (A) "E"  
Jack Caravanos "E"  
Library Luis Gonzales (A)  
Music David Capps (A)  
Physics/Astronomy Ying-Chih Chen (A)  
Marilyn Rothschild  
Political Science Joan Tronto "E"  
Psychology Jeffrey Parsons (A)  
Tracy Dennis  
Romance Languages Monica Calabritto (A)  
School of Social Work Bernadette Hadden  
Sociology Charles Green (A)  
Special Education Grace Lappin  
Thomas McIntyre (A)  
Theatre Alan Sikes

Urban Affairs

Stanley Moses (A)

**Lecturers and**

**Part-Time Faculty**

Barbara Sproul (Religion) "E"  
Claus Mueller (Sociology) "E"  
Aubrey Ewaroo  
Jeffrey Mongrain (Art)

**Administration**

Dean Laurie Sherwin (A)

**Ex-Officio**

Jason Ares, CLT Council President  
Nadine Young, HEO Forum Pres.  
Sarit Levy, GSA Pres.  
Alex Kohen, USG Pres.

**Students**

Jiayun Zhong  
Keren Busani-Halevi  
Binu Abraham (Classics, THH) "E"  
Dulguun Maidar (Poli Sci)  
Nicole Odom  
Tonia Tiewul (THH)  
Jean-Kenson Dorlouis (Biochem)  
David Wexler (Poli Sci)  
Senna Fan Ye (Nursing)  
Jian Jie Ren  
Alexander Kipp (Grad.Theatre)  
Tamon Charles (Biochem)  
Sera Yeysides (Econom/PoliSci)  
Meryam Bukhari (undeclared)  
Julia Estevez (Art)