

# MINUTES

## Meeting of the Hunter College Senate

### 15 May 2024

1 The 691<sup>th</sup> meeting of the Hunter College Senate convened at 4:00 PM in HW 714.

2  
3 **Presiding:** Sarah Chinn, 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 Senate for in-  
8 person meetings, and they were enabled to vote using iClicker.

9  
10 **Report by**  
11 **the President:** Interim President Ann Kirschner's report is in Appendix II.

12  
13 **SPARC**  
14 **Update:** Chair Chinn invited Interim Provost Manoj Pardasani to provide an update on SPARC.  
15 Interim Provost Pardasani said the following:

16  
17 "Good afternoon, everyone. I want to personally thank you, Sarah, for your leadership for your  
18 thoughtfulness, for your inclusiveness and for your enthusiasm and for your capabilities. Thank you for  
19 joining all of us and sharing your leadership with us. And thank you, President Kirschner, for your  
20 leadership for this year, as well. It is not easy following through a long presidency. I am sure, like I said  
21 before, nobody in the world would be inside of this. So, thank you for always showing up. Thank you  
22 for being there. Thank you very much.

23  
24 "A little bit about the SPARC. I hate getting up here and saying not much has changed, but it is the  
25 nature as it is. To reiterate for those who are hearing me for the first time; the idea is that the Hunter  
26 Brookdale campus at some point in the summer next year, not during the semester, would have to be  
27 vacated. That would mean to relocate our academic programs into a swing space or temporary space for  
28 about five years, but it could be longer. The plan is Speech-Language Pathology program will be  
29 moving to the Graduate Center. They have been generous enough to allow us to share space with them.  
30 Then, one of the other programs - Medical Lab Sciences will be moving to 68th Street here in the North  
31 building. Those plans are still being done. That leaves two other programs: Nursing which is one of our  
32 largest professional schools and of course Physical Therapy. At this point, we are negotiating to move to  
33 a shared lease space called Sixty-Three Madison, because that is a street address. It is near Baruch, and  
34 Baruch will also share some of that space, as will we. It is still in discussions on what floors and what  
35 the floor plans look like and what classrooms to share and what offices are Hunter, what offices are  
36 Baruch. So, that is still in discussion and negotiation. This work will continue through the summer. We  
37 are going to make sure that our website to inform the entire Hunter community is constantly updated so  
38 that you can see what is going on. All of us administrators will be here through the summer, and so if  
39 you have any questions, I am always happy to answer them. So, that is the plan as of now. There is no  
40 update on housing. There are no plans for housing at the new Brookdale SPARC, but there are other  
41 discussions ongoing about increasing access and the availability of affordable housing for our students.  
42 We know how much they need that. So, those discussions are also currently ongoing, but not much to  
43 share at this point."

44  
45 **Report by the**  
46 **Administrative**  
47 **Committee:**

48  
49 a) **Approved Curriculum Changes**

50 The following curriculum changes as listed in the attached report dated 15 May 2024 have been  
51 approved as per Senate resolution and are submitted for the Senate's information. Items: GS-  
52 1604. Nursing (New course), GS-1605 Special Education (Change in courses), GS-1606 Special

57 Education (Change in degree program), GS-1608 Special Education (New degree program), GS-  
58 1609 Special Education (New course), GS-1610 Special Education (New degree program), GS-  
59 1607 Curriculum & Teaching (New degree program), US-2688 Film & Media (Change in  
60 course), US-2690 German (Change in MOI), US-2692 German (Change in course and  
61 Crosslisting), US-2694 Biology (New course and Add W, InS, Swo, STEM, MOI), and US-2695  
62 Biology (Change in MOI).

63  
64 **b) Senate Meeting Schedule Fall 2024/Spring 2025**

65 The Fall 2024/Spring 2025 Senate meeting schedule was distributed by email for the following  
66 Wednesdays from 3:50 to 5:20 PM:  
67

<b>FALL 2024</b>	<b>SPRING 2025</b>
September 11 and 25	February 5 and 19
October 9 and 23	March 5 and 19
November 6 and 20	April 9 and 23
December 4 and 11	May 7 and 14

73  
74 The Senate Fall 2024/Spring 2025 schedule was approved by unanimous consent.  
75

76 **c) College Calendar for Fall 2024/Spring 2025**

77 The attached university-wide College Calendar for 2024-2025, as issued by the CUNY Central  
78 Administration, is submitted for the Senate's information as Appendix III.  
79

80 **d) Ceremonial Adoption of Candidates for Graduation**

81 Chair Chinn moved for the ceremonial adoption of the list of candidates for diplomas and degrees  
82 to be awarded on 4 June 2024. The motion carried by unanimous consent.  
83

84 **e) Election of Officers and At-Large members of Administrative Committee**

85  
86 Chair Chinn yielded the floor to Vice Chair, Nicole Palmetto.  
87

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

89 Professor Sarah Chinn (English) was nominated.  
90

91 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
92 nominee. The motion carried by unanimous consent and Professor Chinn was re-  
93 elected.  
94

95 Vice Chair Palmetto yielded the floor back to Chair Chinn.  
96

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

98 Mr. Daniel Cronin (Macaulay Honors College Program) was nominated.  
99

100 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
101 nominee. The motion carried by unanimous consent and Mr. Cronin was elected.  
102

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

104 Ms. Sarah Jeninsky (Thomas Hunter Honors Program) was nominated.  
105

106 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
107 nominee. The motion carried by unanimous consent and Ms. Jeninsky was re-elected.  
108  
109  
110  
111  
112

116  
117 There was a motion to extend the Election Procedures for the Administrative Committee for  
118 another year. The motion carried by unanimous consent.

119  
120  
121 The floor was open for nominations for At-Large Member.

122  
123 Professor James Mandiberg (School of Social Work) was nominated.

124  
125 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
126 nominee. The motion carried by unanimous consent and Professor Mandiberg was re-  
127 elected.

128  
129 The floor was open for nominations for At-Large Member.

130  
131 Professor Rupal Oza (Women & Gender Studies) was nominated.

132  
133 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
134 nominee. The motion carried by unanimous consent and Professor Oza was elected.

135  
136 The floor was open for nominations for At-Large Member.

137  
138 Professor Ines Miyares (Geography) was nominated.

139  
140 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
141 nominee. The motion carried by unanimous consent and Professor Miyares was elected.

142  
143 The floor was open for nominations for At-Large Member.

144  
145 Professor Nadine Bryce (School of Education) was nominated.

146  
147 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
148 nominee. The motion carried by unanimous consent and Professor Bryce was elected.

149  
150 **f) Resolution in honor of Dean Andrew Polsky**

151 Chair Chinn read the Resolution Recognizing Andrew J. Polsky, Outgoing Ruth and Harold  
152 Newman Dean of the School of Arts and Sciences into the record.

153  
154 **Resolution Recognizing Andrew J. Polsky, Outgoing Ruth and Harold Newman Dean of**  
155 **the School of Arts and Sciences**

156  
157 **Whereas**, Andrew J. Polsky has been a member of the Hunter faculty in the Political Science  
158 department since 1984, serving as department chair (twice!); and

159  
160 **Whereas**, Dean Polsky has served as Dean of the School of Arts and Science, the largest  
161 school at Hunter College, in both acting and permanent roles, for eleven years; and

162  
163 **Whereas**, despite his extensive and intensive administrative responsibilities, Dean Polsky has  
164 sustained an active publishing profile as both a scholar and a public intellectual; and

165  
166 **Whereas**, among his many accomplishments, Dean Polsky has helped raise the graduation  
167 rates for undergraduates in Arts and Sciences; and

168  
169 **Whereas**, despite ongoing budget cuts, Dean Polsky has been instrumental in bringing and  
170 retaining hundreds of new faculty to the College; and

171  
172

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Whereas, in response to faculty input, Dean Polsky has shepherded dozens of Associate Professors to the rank of Full Professor; and

Whereas, Dean Polsky has cemented the reputation of the School of Arts and Sciences for excellence in pedagogy as well as research, writing, and creative activity; therefore,

Be it resolved, that the Hunter College Senate thanks Dean Andrew J. Polsky for his innumerable contributions to the School of Arts and Sciences and to Hunter College more generally; and

Be it further resolved, that the Senate extends to Dean Polsky fond wishes for this next stage of his personal and professional endeavors.

The Resolution was adopted by unanimous consent.

g) Resolution in honor of President Ann Kirschner

Chair Chinn read the Resolution thanking Ann Kirschner for her tenure as Interim President of Hunter College into the record.

Resolution thanking Ann Kirschner for her tenure as Interim President of Hunter College

Whereas, Ann Kirschner took on the role of Interim President of Hunter College and worked to shepherd the College through a period of major transition; and

Whereas, President Kirschner brought a breath of fresh air to a previously constrained atmosphere at the College; and

Whereas, President Kirschner initiated important conversations on campus about the future of higher education and its relationship to emerging technologies; and

Whereas, President Kirschner advocated for faculty, students, and staff in the planning stages of the SPARC project; and

Whereas, during a period of political upheaval and intense debate, she listened to faculty, student, and staff concerns; therefore

Be it resolved, that the Hunter College Senate thanks Ann Kirschner for her work as Interim President of Hunter College; and

Be it further resolved, that we extend best wishes for wherever her career next takes her.

The Resolution was adopted by unanimous consent.

Committee Reports:

Joint report by the GER Committee and the Undergraduate Course of Study Committee

Chair Chinn invited Professor Chris Mitchell, co-Chair of the Undergraduate Course of Study Committee, to present an update on the Pluralism & Diversity requirement. The list of courses that have been approved for the new Pluralism & Diversity requirement is in Appendix IV.

Professor Mitchell said the following:

“Thank you, Professor Chinn. Also, thanks to Professor Kowerski and to all members of the UCSC the GER Committee, and especially to Lara. This is a real task compounding all of this. Currently by my count, we have 31 courses that are fully approved although I am not sure exactly what is circulating because we have had different numbers come in over the last week or so. There are 29 that we have

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 236

237 approved with revisions, and we have around 30-40 that are currently in the pipeline. We have decided as  
 238 a committee to do some of this work over the summer. We will be voting electronically on some of these,  
 239 but I want to encourage you to continue to send in applications for courses to be designated P&D. They  
 240 will be approved over the next couple of weeks, and we will continue this expedited process through Fall  
 241 of 2024. My understanding from Scheduling and from the Registrar's Office is that these new P&D  
 242 designations will be in CUNYfirst. So, our incoming class: first-year students and transfer students will  
 243 be able to register for those courses. Any courses that are approved in the meantime will be retroactively  
 244 approved for P&D credit under the new P&D requirements. "

245  
 246 **Committee on the Evaluation of Teaching**

247 Chair Chinn invited former Senate Vice Chair, Nicole Palmetto, to provide an update on the committee's  
 248 work. Ms. Palmetto's presentation is in Appendix V.  
 249

250  
 251 **Committee on the Calendar**

252 Chair Chinn invited Professor Zachary Shirkey, Chair of the Committee on the Calendar, to present key  
 253 finding from the Department Chair and Program Head survey. Professor Shirkey's presentation is in  
 254 Appendix VI.  
 255

256 **Report on**  
 257 **the Writing**  
 258 **Requirement**

259 Chair Chinn invited Professor Thomas DeGloma, Sociology, and Collin Craig, Assistant Dean of  
 260 Curriculum, Academic Program Review and Graduate Programs, to present a draft **Report of the**  
 261 **Presidential Task Force on the Hunter College Writing ("W") Requirement and Course**  
 262 **Designation**. The report is available in Appendix VII.  
 263

264  
 265 **Old Business:**

266 Interim Provost Manoj Pardasani presented a report on doxing on behalf of Administration in response  
 267 to the Resolution passed on 1 May 2024.  
 268 Interim Provost Pardasani said the following:

269 "Thank you, everyone. I am presenting on behalf of the Administration as the Resolution called for the  
 270 Administration to respond. So, we have heard concerns from several faculty members regarding doxing  
 271 in the course of the current Middle East conflict. Doxing is when you collect and disseminate someone's  
 272 personal information seeking to shame, expose, or intimidate them. The information is often obtained  
 273 from public records. Hunter College is aware of incidents of doxing targeting members of our community  
 274 including the display of pictures and information posted on digital billboard trucks, which were circling  
 275 our campus last year as well as the creation of websites that target faculty members and students. Hunter  
 276 College does not condone the doxing of any member of its community. I speak for the entire  
 277 Administration to say that we find this practice abhorrent and deeply disturbing, and we are against it. To  
 278 assist the Hunter College community, the Provost Office created a doxing resource page which gives  
 279 information about doxing and what could be done; some tips to faculty members who were affected by  
 280 this. After this, I will send it out through the Senate to everybody. It also mirrors the same advice on  
 281 doxing that was put forth by CUNY Central on its doxing webpage. Resource page lists various actions  
 282 you can take if you believe you have been doxxed. Some of the recommendations on the webpage are  
 283 about sending a written request to the organization that you believe has posted false or misleading  
 284 information about you asking them to remove the information. Similarly, sending a written request to a  
 285 social media platform if a platform user has posted abusive, harassing or threatening statements about  
 286 you. One of the other suggestions was reporting the instances of doxing that you believe to contain an  
 287 explicit threat of violence to 911 or to our Department of Public Safety.  
 288

289 "When doxing uses our CUNY digital resources, I think the last time people gave examples of photos  
 290 from CUNY web pages as well as the Hunter College logo, what can be done about it? Where doxing is  
 291 perpetrated by external organizations or individuals, Hunter's options to address this conduct are limited.  
 292 This comes from our consultation with the Office of Legal Counsel here as well as the Office of Chief

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297 Legal Counsel at CUNY. In the case of billboard trucks, we do not have jurisdiction over the public roads  
298 surrounding the campus, so we cannot stop the trucks. The NYPD can require vehicles to remain on public  
299 streets only if they can actually remove them for the double park or obstructing pedestrian crossings. We  
300 will also contact NYPD in those instances and members of the community can call 311 if they should  
301 want to do so.  
302

303 “We have received inquiries from faculty members asking the college to take legal action in specific  
304 situations. These requests have been forwarded to our Office of Legal Affairs for review. As explained by  
305 Legal Affairs, there are several issues here. Simply compiling or publishing publicly available information  
306 is rarely illegal. Currently, there are no explicit federal or New York State laws protecting doxxing  
307 victims. Regarding the use of CUNY’s trademark and the Hunter logo in these doxxing actions, trademark  
308 law requires a fair use of trademarks of others in connection with news reporting, criticism, or  
309 commentary. Most instances that have come to our attention and that of CUNY’s Office of Legal Affairs  
310 have fallen into that area. For instance, if you are using the Hunter logo and someone’s photo from the  
311 Hunter community to criticize them, that is not considered illegal. However, if you use the Hunter logo  
312 or one of our photographs to fraudulently raise monies for some imaginary charity, then that is illegal and  
313 that can be reported. However, doxxing that is driven by an intended targeting individual may trigger  
314 criminal conduct like stalking, harassment, identity theft or incitement of violence. In some cases, then,  
315 existing laws against cyber harassment and digital abuse have been invoked. If you believe that you have  
316 been targeted by conduct that violates laws against cyber harassment, stalking or digital abuse, please  
317 report the incident to the police and to Hunter’s Department of Public Safety. Those are our updates.  
318 Thank you.”  
319

320 Interim Provost Pardasani announced that there is a reception to celebrate Presidential Awards for Faculty  
321 Excellence this evening on the 17<sup>th</sup> floor of the East Building in the Presidential Conference Room.  
322 Provost Pardasani invited everyone to come and support Hunter faculty and recognize their amazing  
323 work.”  
324

325 **New**  
326 **Business:**

327 Bushir Juwara, President of the Undergraduate Student Government, presented the following resolution:

328 **A Resolution Demanding Amnesty for Students Arrested at CCNY Demonstrations**  
329 **on April 30th, 2024**  
330

331 **BE IT RESOLVED:** The Hunter College Senate stands united with the Undergraduate Student  
332 Government (USG) in urging the City University of New York (CUNY) administration to grant amnesty  
333 to students arrested during the CCNY demonstrations on the evening of April 30, 2024. If adopted, this  
334 resolution should be sent to the CUNY Chancellery; and  
335

336 **BE IT FURTHER RESOLVED:** Hunter College Senate demands that all students arrested during the  
337 pro-Palestine protests at the CCNY campus on April 30, 2024, be granted full amnesty, facing no further  
338 disciplinary action or academic repercussions at their respective CUNY campuses; and  
339

340 **BE IT FURTHER RESOLVED:** Hunter College Senate demands that Chancellor Félix V. Matos  
341 Rodríguez and the CUNY administration work with the District Attorney’s office to address legal  
342 matters affecting CUNY students and seek appropriate resolutions, including dropping charges and  
343 expunging records where applicable; and  
344

345 **BE IT FURTHER RESOLVED:** The CUNY Chancellor must abide by shared governance with the  
346 student trustee and other student leaders; and  
347

348 **BE IT FURTHER RESOLVED:** Hunter College Senate stands in solidarity with all students affected  
349 by these arrests and pledges to continue advocating for their rights and well-being; and  
350

351 **BE IT FURTHER RESOLVED:** Hunter College Senate opposes and condemns the CUNY Board of  
352 Trustees’ resolution to authorize a contract with Strategic Security Corp. (SSC). Instead, the Hunter

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357 Senate urges the Board of Trustees to adopt a resolution to use the planned \$4 million, originally  
358 intended for SSC, in ways that directly benefit the students, faculty, and staff of CUNY.  
359

360 This resolution shall take effect immediately upon its passage.  
361

362 It was seconded. Debate followed.  
363

364 There was a motion to amend the Resolution by removing the last **Be It Further Resolved** clause.  
365 The question on the amendment was called and carried.  
366

367 iClicker voting produced the following results: 26 in favor, 26 against, five abstentions.  
368 The amendment failed.  
369

370  
371 The question to adopt the Resolution was called and carried.  
372 iClicker voting produced the following results: 42 in favor, seven against, six abstentions.  
373 The Resolution failed.  
374

375  
376  
377 Due to the late hour, the meeting was adjourned at 5:23PM.  
378

379 Respectfully submitted,  
380

381  
382 Sarah Jeninsky  
383 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			0
	Lázaro Lima	(A) A			
Anthropology	Jackie Brown	A		Robert Thompson	(A) A
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Barry Cherkas	(A) A
	Milena Shattuck	(A) A		Chad Euler	A
		Steven Einheber		(A) X	
Art & Art History	Itam Uchenna	A		Muktar Mahajan	(A) X
	Dave Mckenzie	A	Music	Michele Cabrini	A
	Howard Singerman	(A) A		L. Poundie Burstein	(A) A
				(A) X	
Biological Sciences	Emily Braun	(A) X	School of Nursing	William Samuels	A
	Ben Ortiz	A			0
	Jesus Angulo	A			
Chemistry	Paul Feinstein	(A) X		Tara Heagle	X
	Carmen Melendez	(A) X	Philosophy	Deidre O'Flaherty	(A) X
	Gabriela Smeureanu	A		Omar Dahbour	A
Nancy Greenbaum	(A) X	Daniel Harris		(A) X	
Classical & Oriental Studies	Brian Zeglis	(A) X	Physics & Astronomy	Kyle Ferguson	(A) X
	Nadya Kobko-Litskevitch	X		Kelle Cruz	A
	Frederick Rogals	A		Yuhang Ren	(A) X
Computer Science	Doron Friedman	(A) X	Political Science	Ying-Chih Chen	(A) X
		(A)		Lina Newton	A
	Sarah Ita Levitan	X		Robert Jenkins	(A) X
Curriculum & Teaching	Raj Korpan	(A) A	Psychology	Michael Lee	(A) X
	Saptarshi Debroy	X		Darlene DeFour	A
		0 (A)		Nesha Burghardt	X
Dance	Edgar Troudt	A	Physical Therapy	Glenn E Schafe	(A) A
	Stephen Demeo	A		Peter Serrano	(A) X
	Maverick Zhang	(A) X		Jaya Rachwani	A
Economics	Tim Farnsworth	X	Romance Languages	Milo Lipovac	(A) X
	Maura Donohue	X		Chad Woodard	(A) X
	Ana Nery Fragoso	(A) X		Magdalena Perkowska	X
Educational Foundations & Counseling Programs	David Capps	(A) X	School of Social Work	Monica Calabritto	(A) X
	Tim Goodspeed	X		Julie Van Peteghem	(A) X
	Michelle Liu	A		Jonathan Prince	X
English	Kenneth McLaughlin	(A) A	Sociology	George Patterson	X
	Avi Liveson	(A) X		Marina Lalayants	(A) X
				Keith Chan	(A) X
Film & Media Studies	Sarah Bonner	(A) X	Special Education	Mark Halling	A
	John Keegan	(A) X		Mike Benediktsson	(A) X
	Sarah Chinn	A		Heba Gowayed	(A) X
Geography & Environmental Sci	Janet Neary	A	SLPA	Salvador Ruiz	A
	Mark Miller	A		Melissa Jackson	(A) X
	Angie Reyes	(A) X		Kristen Hodnett	(A) A
German	Larry Shore	A	Theatre	Nancy Eng	X
				Michelle MacRoy-Higgins	(A) X
	Tami Gold	(A) A		JungMoon Hyun	(A) X
History	Gustavo Mercado	(A) X	Urban Policy and Planning	Claudia Orenstein	A
	William Solecki	X		Louisa Thompson	X
		(A)			(A)
Library	Sun Shipeng	(A) X	Nutrition and Public Health*	Lily Baum Pollans	A
	Christina Mekonen	A		Victoria Johnson	(A) X
	Elke Nicolai	(A) X			0 (A)
Women & Gender Studies	Aine Zimmerman	(A) A	Women & Gender Studies	Susan Cardenas	A
	D'Weston Haywood	X		Khursheed Navder	(A) A
	Manu Bhagavan	(A) A		Steven Trasino	(A) X
Library	Mary Roldan	X	Library	Jennifer Gaboury	X
	Iris Finkel	X		Catherine Raissiguier	(A) A
	Ajatshatru Pathak	X		Rupal Oza	(A) X
	Dorian Onifer	(A) A		X	
		(A)			



**Students**

Nicole Palmetto	A
Ariadna Pavlidis-Sanchez	A
Aysha Khan	X
Ronette Johnson	X
Olivia Massey	X
Lorraine Santana	X
Ermina Chowdhury	X
Nishat Raihana	X
Hridika Tasnim	X
Viet Thanh Phan	A
Veronica Witkowski	X
Ariana McNab	X
Juan Sebastian Barahona	X
Daniel Cronin	A
Ahmed Tabbakh	X
Gabriela Covaria	X
Labiba Iqra	X
Aliyah Harrison	A
Susana Sanchez	X
Rachel Weng	A
Rosa Rivera	X
Shannon Benjamin	E
Jasmina Rustamova	X
Iman Meawad	X
Hafsa Naseer	A
Roseline Olumuyide	X
Deni Espinoza	X
Joanna Ng	X
Tyler Etienne	A
Raitah Jinnat	X
Johanna von Maack	A
Kanishka Awasthi	A
Isabella Grullon	X
Priscilla Jimenez	A
Naushin Sakirah	X
Ezra Hubbard	A
Hamdha Mohammed Nijamdeen	A
Alexander Pappas	A
Saidmukhammad Ergashev	X
Izadora Lima Soares Prereira	X
Eleanor Gunasingh	X
Juliannamaria Jurado	X

**At-Large, Lecturers and Part-Time Faculty**

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
English	Donna Paparella	X
Psychology	Stefan Schlussman	A
Social Work	James Mandiberg	X
Medical Lab Science	Hongxing Li	X
Religion	Wendy Raver	E
Political Science	Rosa Squillacote	X
English	Priscilla Yamir	A
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Art & Art History	Peter Dudek	A

**Ex-Officio**

President, USG	Bushir Juwara	A
Vice President, GSA		0
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

**ADMINISTRATION**

Senators:		
HEO/CLA Representative	Irina Ostrozhnyuk	X
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Jennifer Tuten	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
Assistant Vice President for Student Aff:	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	X

## APPENDIX II

“Welcome everyone to the last meeting of the Senate for the school year and my last Senate meeting as Hunter President. It has been a tumultuous year; I think we can all agree. I appreciate all the support and the wise counsel that I have received. It has been a year of big changes, many more changes to come, and progress on many fronts. I would like to touch on a few.

“First of all, on our campus. At the first meeting I attended, we talked about Hunter College, our home, and the state of repair and in some cases disrepair. The good news is that we are going to be spending millions of dollars of New York State capital to update this place. This has consumed many of us in the President’s Office this year planning for five years of swing space while the new construction goes on. We have been particularly focused on the School of Nursing, the science departments, options for housing, and the renovations of the North building. I am excited to come back at some point to see what the North building looks like.

“Careers. We are going to be revamping Career Services in a big way. That is going to be a huge priority here. The “Hunter Works Career Initiatives” that we announced a few weeks ago will set graduates up for internships and jobs. In the category of policy and a crystal ball, it has been a lot of fun for me to host discussions about the future of higher ed and work in our “Mapping the Future of Higher-Ed” series at Roosevelt House.

“Academic success. It is our mission and what we are here for. I can talk about this all day. Today, I went to the final presentations of the students who were in the Mellon seminars, and I have to tell you, particularly for anyone who worries about the future of the humanities, they are alive and well in these students’ activities. There were projects on public health and aging, on the poetry of Emily Dickinson, on the birth of Black music in Philadelphia, around policies addressing homelessness and affordable housing, around the choreography and achievements of Nina Foch, and Audre Lorde, the history of the Ramblers, and the LGBTQ athletes in New York City. It was really quite amazing.

“Also, in the category of student success, we are about to graduate our first cohort of the Evelyn Lauder Community Care Nurse Practitioner Program Fellows, a brand-new program that is going to be a signature program here. We have two students who won NSF Foundation fellowships. Another student won a Jeannette K. Watson Fellowship and yet another was selected for a fellowship from New York City Urban Fellows. That is the joy of this time of the academic year.

“Fundraising. We have had a remarkably successful year in raising additional philanthropy for the college. Most of this happens behind the scenes, but in the next couple of weeks, you will be hearing some big announcements, which I hope will please you because some of them relate specifically to faculty and student success. We welcomed 72 new faculty members to Hunter College this year. Some of them won wonderful awards and grants. I want to give a shout-out to our MFA program where our faculty member David Adjmi was nominated for thirteen Tony Awards for *Stereophonic* which, if you get a chance to see on Broadway, is quite fantastic.

“It is impossible to talk about this year without mentioning our evolving campus climate which has been stormy. In mid-April, the Division of Student Affairs put on the Stand Up Against Hate Week, which I think was a really important event. Then, last week, some of you may have participated in the ice cream social. Does anybody want to guess how many ice cream cones we had? A thousand? Okay, seventeen hundred ice cream cones. I personally do not know why anybody would order vanilla which was available. That is just me.

“Our Presidential Task Force on Civility and Controversy has met several times, and it has been making recommendations. At Hunter, we all remain concerned about incidents of doxxing, and you will hear more about that when the Provost presents his update.

“A couple of thank yous. Let me start with thanks to the Senate leadership and the Senate Administrative Committee with whom I have met many times this year. We appreciate the efforts of Senate Chair, Professor Sarah Chinn and our Undergraduate Course of Study Committee co-chairs, Professors Schlussman and Mitchell, and our Graduate Course of Study and Academic Requirements Committee co-chairs, Professors Chen and Hardy. Thank you for the refresher course on shared governance. This is a very special Senate. A special note of thanks to our outgoing Dean Andy Polsky. I know the School is going to be in great hands with Senior Associate Dean Erica Chito Childs as she steps into Andy's shoes and his P card. Thanks to all the senior staff members in the President's Office. I will not take the time now to mention all their names, but you know how appreciated you are. It has been an honor, a privilege, sometimes difficult, sometimes joyous, but always inspiring to be a part of Hunter College this year. So, I really want to end with thanks to all of you for your support of this place and for all you do to make the Hunter College community incredibly important and the high-impact place that it is.”

**APPENDIX III**

**THE CITY UNIVERSITY OF NEW YORK  
2024-2025 ACADEMIC CALENDARS**

**SUMMER 2024**

**May 2024:**

Tu 28 ..... Start of Summer term

**June 2024:**

W 19 ..... COLLEGE CLOSED

**July 2024:**

Th 4 ..... COLLEGE CLOSED

**August 2024:**

Tu 20 ..... End of Summer term

**FALL 2024**

**August 2024:**

W 28 ..... Start of Fall term

**September 2024:**

M 2 ..... COLLEGE CLOSED

**October 2024:**

W 2- F 4..... No classes scheduled

F 11-Sa 12 ..... No classes scheduled

M 14 ..... COLLEGE CLOSED

Tu 15 ..... Classes follow Monday schedule

**November 2024:**

W 27 ..... Classes follow Friday schedule

Th 28 – F 29 ..... COLLEGE CLOSED

Sa 30..... No classes scheduled

**December 2024:**

Su 1..... No classes scheduled

Su 15 – Sa 21..... Final examinations

Sa 21..... End of Fall term

Tu 24 – W 25..... COLLEGE CLOSED

Tu 31 ..... COLLEGE CLOSED

**January 2025:**

W 1 ..... COLLEGE CLOSED

**WINTER 2025**

**January 2025:**

Th 2 ..... Start of Winter session

M 20 ..... COLLEGE CLOSED

Th 23 ..... Final exams and end of Winter session

**SPRING 2025**

**January 2025:**

Sa 25 ..... Start of Spring term  
W 29 ..... No classes scheduled

**February 2025:**

W 12 ..... COLLEGE CLOSED  
M 17 ..... COLLEGE CLOSED  
Tu 18 ..... Classes follow Monday schedule

**March 2025:**

Th 6 ..... Classes follow Wednesday schedule

**April 2025:**

Sa 12 – Su 20 ..... Spring Recess – No classes scheduled

**May 2025:**

F 16 – Th 22 ..... Final examinations  
Th 22 ..... End of Spring term  
M 26 ..... COLLEGE CLOSED

**APPENDIX IV**

Office of the Hunter College Senate  
 Room E1018

Telephone: 772-4200

15 May 2024

TO: Members of the Hunter College Senate

FM: Senate Office

RE: Approved Curriculum Changes- Courses for the New Pluralism & Diversity

**GRADUATE SUBSTANTIVE CHANGES**

Senate Number	School	Academic Unit	Course	Category
UE-2546	A&S	AFPRL	AFPRL 10000	P&D/2
UE-2547	A&S	English	ENGL 30600	P&D/4
UE-2548	A&S	AFPRL	AFPRL 29086	P&D/3
UE-2550	A&S	AFPRL	AFPRL 18100	P&D/3
UE-2553	A&S	Psychology	PSYCH 36200	P&D/3
UE-2555	A&S	Asian American Studies	Asian 21000	P&D/2
UE-2559	A&S	English	ENGL 37151	P&D/4
UE-2560	A&S	English	ENGL 37200	P&D/4
UE-2561	A&S	English	ENGL 32601	P&D/1
UE-2567	A&S	English	ENGL 30700	P&D/2
UE-2568	A&S	Political Science	POLSC 25700	P&D/2
UE-2571	A&S	Political Science	POLSC 37400	P&D/2
UE-2573	A&S	Political Science	POLSC 20000	P&D/2

UE-2574	A&S	Political Science	POLSC 30900	P&D/3 and 4
UE-2575	A&S	Political Science	POLSC 28000	P&D/3
UE-2576	A&S	Film & Media	FILM 21502	P&D/3
UE-2577	A&S	Film & Media	FILM 21501	P&D/3
UE-2580	A&S	Film & Media	FILM 21452	P&D/3
UE-2582	A&S	Political Science	POLSC 21900	P&D/2 and 3
UE-2584	A&S	Political Science	POLSC 34100	P&D/2
UE-2585	A&S	Political Science	POLSC 33400	P&D/2 and 3
UE-2586	A&S	Political Science	POLSC 11500	P&D/1 and 2
UE-2587	A&S	Political Science	POLSC 21500	P&D/4
UE-2588	A&S	Political Science	POLSC 21800	P&D/3
UE-2589	A&S	Political Science	POLSC 22100	P&D/2
UE-2590	A&S	Political Science	POLSC 22800	P&D/2
UE-2591	A&S	Political Science	POLSC 27500	P&D/1
UE-2594	A&S	AFPRL	AFPRL 3XX	P&D/1
UE-2617	A&S	Anthropology	ANTHC 22500	P&D/2
UE-2619	A&S	Anthropology	ANTHC 31200	P&D/3
UE-2620	A&S	Anthropology	ANTHC 31300	P&D/2 and 3
UE-2622	A&S	Anthropology	ANTHC 32200	P&D/1 and 3
UE-2623	A&S	Anthropology	ANTHC 33100	P&D/3

UE-2624	A&S	Anthropology	ANTHC 34500	P&D/3 and 4
UE-2625	A&S	Anthropology	ANTHC 40161	P&D/4
UE-2628	A&S	Music	MUSHL 10100	P&D/4
UE-2629	A&S	History	HIST 31700	P&D/3
UE-2632	A&S	Film & Media	Media 18000	P&D/3
UE-2633	A&S	Music	MUSHL 21700/AFPRL 29000	P&D/3
UE-2635	A&S	Religion	REL 11100	P&D/4
UE-2636	A&S	Religion	REL 27000	P&D/4
UE-2641	A&S	Geography & Environmental Science	GEOG 37000	P&D/4
UE-2642	A&S	Geography & Environmental Science	GEOG 28306/AFPRL 2901C	P&D/3
UE-2647	A&S	Classical & Oriental Studies	CLA 20300	P&D/2
UE-2653	A&S	Film & Media	MEDIA 27100	P&D/3
UE-2654	A&S	Economics	ACCP 47600	P&D/3
UE-2655	A&S	Geography & Environmental Science	GEOG 35700	P&D/3
UE-2656	A&S	Geography & Environmental Science	GEOG 38329	P&D/4

UE-2657	A&S	Geography & Environmental Science	GEOG 24100	P&D/1 and 3
UE-2660	A&S	Film & Media	MEDPL 39901	P&D/4
UE-2661	A&S	Urban Policy & Planning	URBS 10100	P&D/3
UE-2662	A&S	Psychology	Psych 23500	P&D/3
UE-2663	A&S	Psychology	PSYCH 38402	P&D/2
UE-2664	A&S	Psychology	PSYCH 38501	P&D/2
UE-2677	A&S	Film & Media	FILM 22700/MEDIA 22700	P&D/3
UE-2679	A&S	Religion	REL 20900	P&D/2
UE-2681	A&S	Religion	REL 20800	P&D/3
UE-2684	A&S	Sociology	SOC 21700	P&D/3
UE-2686	A&S	History	HIST 25022	P&D/1, 2,and 3
UE-2687	A&S	History	HIST 25015	P&D/1, 2,and 3



APPENDIX V

# Committee on the Evaluation of Teaching (23-24)



## Old Theme



Was your work graded fairly?	3	0	3	0
Did the instructor return graded material in a timely manner?	3	1	2	0
Did the instructor keep his or her office hours?	3	0	3	0

**Demographic Information**

**1. I am enrolled in this course because:**

Enrollment Reason	Number of Responses	Enrollment Reason	Number of Responses
It is part of my major	3	It is part of my minor	0
It is an elective	0	I am using it for the Distribution/GER Core Requirement	0
It is a prerequisite for my program of study	0	I am using it for the Pluralism & Diversity Requirement	0
I am using it for the Foreign Language Requirement	0	Other	0

**2. I am meeting the requirements for this course (for example: attendance, reading, studying for exams, completing assignments, participation in class):**

Number of Responses	Number of Responses
Yes	No
3	0

**3. Grade you expect in this course:**

Grade	Number of Responses	Grade	Number of Responses
A	2	B	0
C	1	D	0
F	0	Credit, No Credit, Audit	0

**4. Major or Field:**

Major/Field	Number of Responses	Major/Field	Number of Responses
Education	0	Science & Mathematics	0
Arts & Humanities	0	Social Sciences	3
Nursing	0	Social Work	0
Health Sciences	0	Not Decided	0
Other	0		

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NP2287

**Question (Scale 1 to 5)**

Question (Scale 1 to 5)	Number of Responses	Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Very Good (5)	Excellent (6)	Outstanding (7)	Average
Provides clearly defined objectives for students	3	0	0	0	1	1	0	1	5.33
Treats all students in a respectful manner	3	0	0	0	0	0	2	1	6.33
Presents course content in an organized manner	3	0	0	0	0	2	0	1	5.67
Makes good use of examples and illustrations to clarify concepts	3	0	0	0	0	0	1	2	6.67
Integrates difficult and abstract ideas	3	0	0	0	0	0	1	2	6.67
Effectively communicates teacher knowledge of the subject to students	3	0	0	0	0	0	1	2	6.67
Challenges me intellectually	3	0	0	0	0	0	1	2	6.67
Has increased my interest in the subject	3	0	0	0	0	0	1	2	6.67
My overall evaluation of the instructor's teaching	3	0	0	0	0	0	2	1	6.33

**Question (Scale 1 to 5)**

Question (Scale 1 to 5)	Number of Responses	Very Little (1)	Moderate (2)	Very Much (3)	Did Not Answer	Average
As much as possible, did the instructor provide individual attention?	3	0	1	2	0	2.67
As much as possible, did the instructor encourage student participation?	3	0	0	0	3	3
As much as possible, did the instructor provide constructive feedback on work submitted?	3	0	1	2	0	2.67
How helpful to you were instructor's responses to questions that you asked?	3	0	1	2	0	2.67
Did supplemental materials (for example, website, audiovisual aids, etc.) enhance course content?	3	0	1	2	0	2.67

**Question**

Question	Number of Responses	Yes	Did Not Answer
Did exams and assignments reflect materials emphasized in course?	3	0	3
Did the syllabus or other documents accurately reflect course content and grading?	3	0	3
Did the instructor begin and end class on time?	3	0	3
Was your work graded fairly?	3	0	3
Did the instructor return graded material in a timely manner?	3	1	2
Did the instructor keep his or her office hours?	3	0	3

**Demographic Information**

**1. I am enrolled in this course because:**

Enrollment Reason	Number of Responses	Enrollment Reason	Number of Responses
It is part of my major	3	It is part of my minor	0
It is an elective	0	I am using it for the Distribution/GER Core Requirement	0
It is a prerequisite for my program of study	0	I am using it for the Pluralism & Diversity Requirement	0
I am using it for the Foreign Language Requirement	0	Other	0

**2. I am meeting the requirements for this course (for example: attendance, reading, studying for exams, completing assignments, participation in class):**

Number of Responses	Number of Responses
Yes	No

## New Theme (Thanks IT!)

**HUNTER COLLEGE**

**TEACHER EVALUATION SUBMISSION  
FOR SPRING 2024**

NetID

Password

[Login as Student](#) [Login as Faculty/Staff](#)

What are my Hunter NetID and password?  
If you are not able to log in, please contact the helpdesk at <https://hunter.cuny.edu/information-technology/>.

**NOTE:** For security reasons, please logout and close your browser after you are done.

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**HUNTER COLLEGE** Teacher Evaluation

Please review the instructors list and evaluate only your instructors as there can be multiple instructors assigned to teach the course. Some of your instructors may require 2 evaluations (standard and clinical) and some may not require any. Click on the "Evaluate" to proceed to the evaluation form.

If the instructor's name is missing, please contact the Student Help Desk by phone: (212) 650-3624 or by email: [studenthelpdesk@hunter.cuny.edu](mailto:studenthelpdesk@hunter.cuny.edu).

**The deadline is Wednesday 05/15/2024.**

COURSE	INSTRUCTOR	STANDARD FORM	CLINICAL FORM
HR 22048 Sec: 01	LEIDHOLDT,DORCHEN A	<a href="#">Evaluate</a>	-
HJAF 40N02 Sec: 01	ISRAEL,NCO	<a href="#">Evaluate</a>	-
MUSPF 35300 Sec: 01	SHRETZ,MICHAEL ALEXANDER	<a href="#">Evaluate</a>	-
MUSPF 40100 Sec: 03	BURLESON,DEFFREY J	-	-
	JACKSON,ASHLEY J	-	-
PH 41300 Sec: 01	CARDONA,SUSAN	<a href="#">Evaluate</a>	-
PH 41500 Sec: 01	VAUGHN,DRENDY L	<a href="#">Evaluate</a>	-
PUPOL 40000 Sec: 01	SMALL JR,BASIL A	<a href="#">Evaluate</a>	-

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## New Theme

**HUNTER COLLEGE** Teacher Evaluation

Standard Form: Evaluation for LEIDHOLDT,DORCHEN A teaching HR 22048 Sec: 01

**Demographic Information**

How frequently did you attend this class? \* -Select One-

I am enrolled in this course because (mark all that apply): \*

- It is part of my major
- It is part of my minor
- It is an elective
- I am using it for the Distribution/GER Core Requirement
- It is a prerequisite for my program of study
- I am using it for the Pluralism & Diversity Requirement
- I am using it for the Foreign Language Requirement
- Other

I am meeting the requirements for this course (for example: attendance, \* reading, studying for exams, completing assignments, participation in class):  Yes  No

Grade you expect in this course: \* -Select One-

Major or Field: \* -Select One-

[Back to Select Instructor](#) [Save and Proceed to Instructor Evaluation](#)

**NOTE:** For security reasons, please logout and close your browser after you are done.

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**HUNTER COLLEGE** Teacher Evaluation

Standard Form: Evaluation for LEIDHOLDT,DORCHEN A teaching HR 22048 Sec: 01

Please make sure to save your answers within 1 hour to avoid the web browser session expiration.

**RATE YOUR INSTRUCTOR BASED ON YOUR COLLEGE EXPERIENCE**

Provides clearly defined objectives for students? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Shapes all students in a respectful manner? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Presents course content in an organized manner? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Makes good use of examples and illustrations to clarify concepts? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Interprets difficult and abstract views? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Effectively communicates broader knowledge of the subject to students? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Challenges me intellectually? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

Has increased my interest in the subject? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

My overall evaluation of this instructor's teaching? \*  Poor  Fair  Satisfactory  Good  Very Good  Excellent  Outstanding

**THE NUMBER OF THE CATEGORY**

As much as possible, did the instructor provide individual attention? \*  Very Little  A moderate amount  Very much  Does not apply

As much as possible, did the instructor encourage student participation? \*  Very Little  A moderate amount  Very much  Does not apply

As much as possible, did the instructor provide constructive feedback on work submitted? \*  Very Little  A moderate amount  Very much  Does not apply

How helpful to you were instructor's responses to questions that you asked? \*  Very Little  A moderate amount  Very much  Does not apply

Did supplemental materials (for example, webcasts, supplementary texts, etc.) enhance course content? \*  Very Little  A moderate amount  Very much  Does not apply

## New Theme

**HUNTER COLLEGE** Teacher Evaluation

As much as possible, did the instructor provide constructive feedback on work submitted? \*  Very Little  A moderate amount  Very much  Does not apply

How helpful to you were instructor's responses to questions that you asked? \*  Very Little  A moderate amount  Very much  Does not apply

Did supplemental materials (for example, website, audio/visual aids, etc.) enhance course content? \*  Very Little  A moderate amount  Very much  Does not apply

**MARK THE RESPONSE WHICH BEST DESCRIBES YOUR JUDGEMENT**

Did exams and assignments reflect materials emphasized in course? \*  No  Yes

Did the syllabus or other documents accurately reflect course content and grading? \*  No  Yes

Did the instructor begin and end class on time? \*  No  Yes  Does not apply

Was your work graded fairly? \*  No  Yes  Does not apply

Did the instructor return graded material in a timely manner? \*  No  Yes  Does not apply

Did the instructor keep his or her office hours? \*  No  Yes  Does not apply

**FREE RESPONSE: Write any further comments about the course**  
(This section will be submitted to your instructor.)

[Go Back](#) [Save Evaluation and Confirm](#)

(visual aids, etc.) enhance course content?  Very Little  A moderate amount  Very much

**MARK YOUR JUDGMENT**

Emphasized in course?  No  Yes

Course content and grading?  No  Yes

End class on time?  No  Yes  Does not apply

Work graded fairly?  No  Yes  Does not apply

In a timely manner?  No  Yes  Does not apply

Office hours?  No  Yes  Does not apply

No more editing after submission. Do you want to proceed?

[Cancel](#) [OK](#)

Comments about the course (optional)

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## New Theme

**HUNTER COLLEGE** Teacher Evaluation

✔ The evaluation has been completed. Thanks!

Please review the instructors list and evaluate only **your** instructors as there can be multiple instructors assigned to teach the course. Some of your instructors may require 2 evaluations (standard and clinical) and some may not require any. Click on the "Evaluate" to proceed to the evaluation form.

If the instructor's name is missing, please contact the Student Help Desk by phone: (212) 650-3624 or by email: [studenthelpdesk@hunter.cuny.edu](mailto:studenthelpdesk@hunter.cuny.edu).

**The deadline is Wednesday 05/15/2024.**

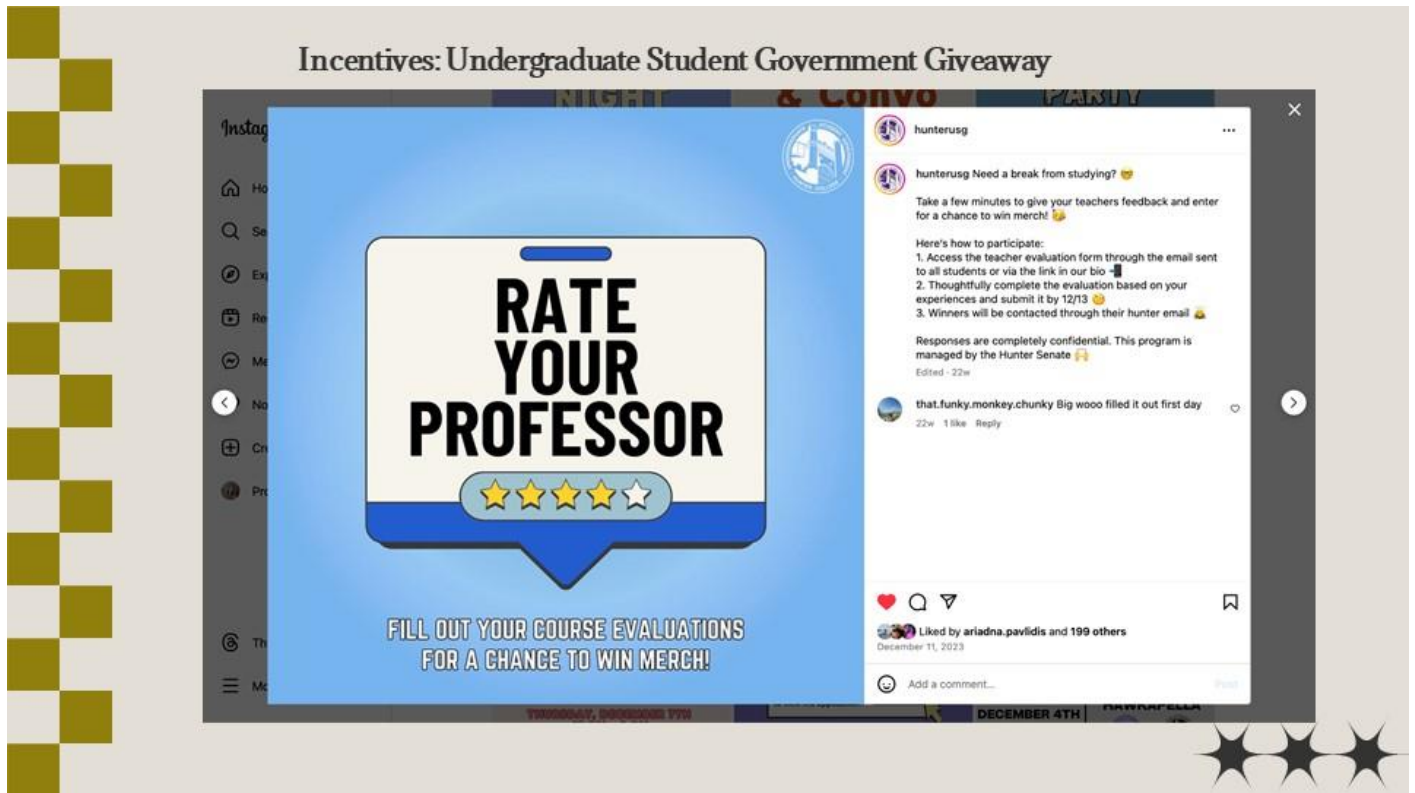
COURSE	INSTRUCTOR	STANDARD FORM	CLINICAL FORM
HR 22048 Sec: 01	LEIDHOLDT,DORCHEN A	Done	-
HUM 40N02 Sec: 01	ISRAEL,NICO	Done	-
MUSPF 35300 Sec: 01	SHEETZ,MICHAEL ALEXANDER	Done	-
MUSPF 40100 Sec: 03	BURLESON,GEOFFREY	-	-
	JACKSON,ASHLEY J	-	-
PH 41300 Sec: 01	CARDENAS,SUSAN	Done	-
PH 41500 Sec: 01	VAUGHON,WENDY L	Done	-
PUPOL 40000 Sec: 01	SMIKLE JR,BASIL A	Done	-

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## Next Steps

1. Switching questions from passive to active voice



As much as possible, did the instructor provide constructive feedback on work submitted

The instructor provided constructive feedback on work I submitted.

1. The goal of next semester (Fall 2024) is to reorganize the questions, review question changes, and decide on a unified scale for all questions. We discussed it would be best to have a scale from 1-5: (1) Poor, (2) Satisfactory, (3) Good, (4) Excellent, (5) Outstanding.

1. Suggested **changes to the Demographic Section:**

- a. Allowing more selections, currently, students can select only one (ex., If a student selects "it is a part of my major," they currently can NOT select another option).
- b. Combine Major and Minor (make this one category to select)
- c. Remove the "I am using it for the Foreign Language Requirement" option.

## Next Steps

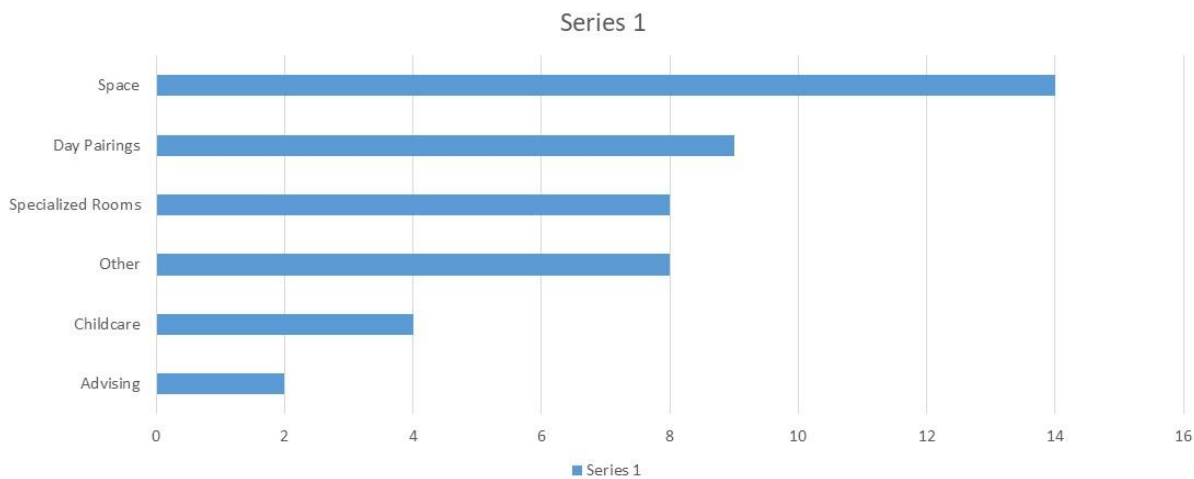
4. There are 3 questions we discussed removing to reduce wordiness
  
5. Questions we liked from Baruch, John Jay, and York
  - a. I would take another class from this teacher. (John Jay)
  - b. The instructor answers questions in helpful ways. (John Jay)
  - c. The instructor uses course time effectively. (John Jay)
  - d. The instructor established a class environment that fostered learning. (Baruch)
  - e. Assignments contributed to meeting course objectives and learning goals. (Baruch)
  - f. York College utilized the following scale: (1) Strongly Disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree.

APPENDIX VI

# Key Findings Department Chair and Program Head Survey

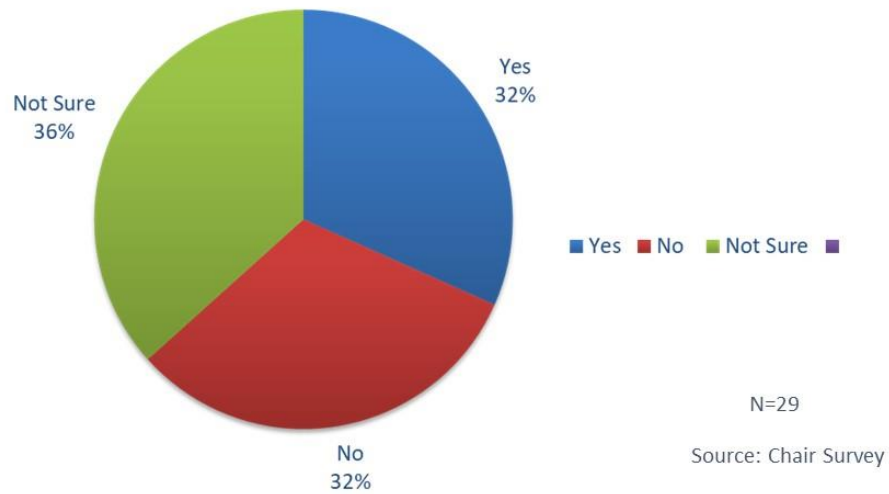
Committee on the Calendar  
Hunter College Senate  
5/15/2024

## Scheduling Obstacles

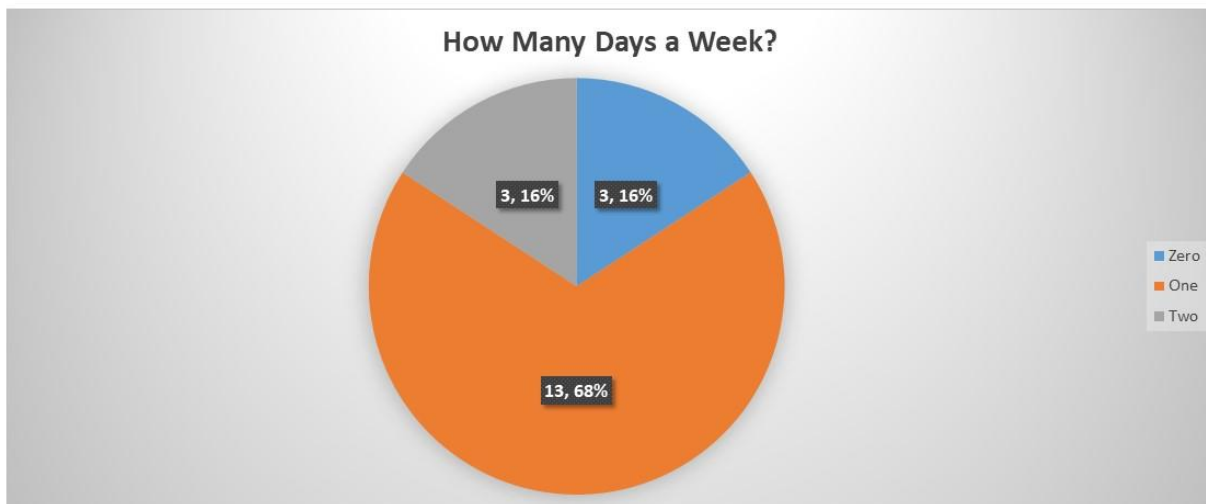


## Day Pairing Preference (Chairs' Survey)

**If possible would you want day and evening class pairings to be the same?**

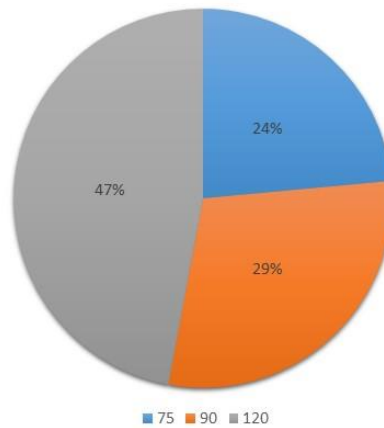


## How Often Should Community Hours Be Held? (Chairs' Survey)



## How Long Should Community Hours Be? (Chairs' Survey)

Length of Community Hours





## APPENDIX VII

### DRAFT Report of the Presidential Task Force on the Hunter College Writing (“W”) Requirement and Course Designation.

We suggest that the 2024/25 Senate establish an ad hoc committee to continue the work of our Presidential Task Force (as outlined in this report) and oversee any necessary implementation.

We recommend multiple levels of approach.

1. The senate committee should review the Institutional Learning Outcome (ILO) under the heading “research and communicate effectively.”<sup>1</sup> This ILO may or may not need to be revised, but “communication” should be understood to include writing and various other forms of communication, along with presentation. We must also acknowledge the increasing relevance of digital technologies to our work and objectives.

We suggest the following language be incorporated into the ILO: “Students should communicate effectively using a range of written, oral, and technological modes of expression appropriate to their discipline.”

2. Departments and programs should develop discipline-specific learning outcomes that sync with this ILO. These will involve discipline-specific writing, communication, and presentation standards. (The ad hoc senate committee might also offer guidance, suggestions, and examples of department specific learning outcomes related to writing and communication, if requested.)
  - a. Departments should then identify courses (several) that contribute to this multi-level learning outcome. Instructors need to tailor course-level learning outcomes and pedagogical techniques/tactics that provide students with specific disciplinary communications standards.
  - b. These courses may or may not require special designation (“W”).

If the above recommendations are acted on, we suggest the Senate ad hoc committee coordinate with the Undergraduate Course of Study Committee to decide if,

- i. there is value in requiring students to take a specified number of “W” courses (or perhaps W courses in different disciplinary areas), *AND*
    - ii. the communication learning outcome(s) (which includes written communication) should be fully under the purview of our academic departments and programs. In the latter case, communication and presentation outcomes would be integrated into every programmatic area, so it may not be necessary to require specially designated courses.
3. The teaching of *basic* (foundational) writing and communication skills should be addressed at the college level (not at the department level). Most instructors have enough discipline-specific content to teach and cannot effectively teach writing fundamentals without sacrificing focus on this content. From this perspective, instructors should be focused on teaching discipline-specific modes of communicating in their classes (not grammar and composition standards).

To enhance education related to basic skills of writing and presentation, the Senate and college administration should:

- a. Address the needs of the English department with regard to ENGL 120 (Expository Writing) and ENGL 220 (Introduction to Writing about Literature). Does the department have specific needs (e.g. smaller classes) that, if addressed, might enhance the teaching of writing for our students?
- b. Develop a robust remediation plan for students at various levels of study who are struggling with written communication skills.

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<sup>i</sup> The ILO reads:

“Research and Communicate Effectively: Hunter graduates will communicate with clarity, coherence, and purpose. They will access information and integrate a variety of sources to frame original arguments.”