

MINUTES

Meeting of the Hunter College Senate

20 November 2002

The 419th meeting of the Hunter College Senate was convened at 4:10 PM in Room W714.

Presiding: Alan Hausman, Chair

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

Agenda: The agenda was adopted as presented.

Minutes: The Minutes of October 9th and of October 23rd were approved as distributed.

Report by the The Chair presented the report as follows:
Administrative

Committee:

Approved Curriculum Changes

The following curriculum changes as listed in the report dated 20 November 2002 were approved as per Senate resolution, and were submitted for the Senate's information: Items US-1278 (Russian/Classics), GS-578 (Music), GS-579 (Film & Media), and GS-568 (Curriculum & Teaching).

Election of Search Committee for Dean of the School of Social Work

Professor Hausman informed the Senate that Professor Gary Mallon had withdrawn his nomination, and that Ms. Pamela Lee had been added to the student nominations for the Member-Panel. He then presented the following nominations in accordance with the "*College-wide Search Procedures.*"

Chair-Panel:

Laura Schachter, Assistant to the President and Dean of Diversity & Compliance

Member-Panel:

Faculty: Patricia Dempsey
Sarah-Jane Dodd
Irwin Epstein
Roberta Graziano
Roselle Kurland
Terry Mizrahi
Anthony Sainz

Students: Benjamin Brenkert
Elka Grisham
Tova Levine
Arlene Levinson
Sandra Singer
Pamela Lee

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee for the Chair-Panel. The motion carried by voice vote.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for the Member-Panel. The motion carried by voice vote.

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 52 **Committee** **Informational Report by the Undergraduate Course of Study Committee**

53 **Reports:** Professor Richard Belsky, Member of the Committee, informed the Senate that the Undergraduate
 54 Course of Study Committee had added the following statement to the GER Regulation #3 for clarifi-
 55 cation:

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 57 “...Transfer students matriculating with 61-90 credits must take at least one “W”-designated
 58 course at Hunter College from Stage 3; the three additional credits required in Stage 3 may be
 59 fulfilled by transfer credits if approved by the appropriate department or program at Hunter...”

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 61 **Student Caucus Resolution**

62 Ms. Jillian Murray presented the following report as a power-point presentation on behalf of the
 63 Student Caucus of the Hunter College Senate:

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 65 **Whereas:** The enclosed data indicates a strong bias in the availability of courses, where the
 66 median start time for 100-level classes is 12:20 p.m., but 2:00 p.m. for 200-level, and 2:45 p.m. for
 67 300-level classes, and where 68% of early morning classes are at the 100-level, but only 10% are
 68 at the 300-level and 20% at the 200-level (see Appendix II); and

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 70 **Whereas:** This is a result of many factors at the departmental as well as administrative level of the
 71 school of Arts & Sciences; and

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 73 **Whereas:** This causes conflicts for students' schedules at both upper- and lower-level study; now,
 74 therefore,

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 76 **Be it resolved:** That the Hunter College Senate strongly urges the office of the Provost to examine
 77 these data further, gathering new data where necessary, towards the goal of improving course
 78 availability for all students; and

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 80 **Be it Further Resolved,** That the Hunter College Senate strongly urges department chairs to take
 81 these data in consideration when planning class offerings each semester, and to seek to create a
 82 greater distribution of upper- and lower-level classes across the bell schedule.

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 84 **Rationale:**

85 Upper-level students in the School of Arts and Sciences often complain of scheduling conflicts
 86 with 300-level courses during the “peak” hours of the early afternoon, and the enclosed data
 87 suggest that this is a valid complaint. In her October 23, 2002 address to the Hunter College
 88 Senate, President Raab suggested that the ESIMS system could be used to track student demand
 89 for courses; such data could be used to generate a more equitable distribution of course availabil-
 90 ity.

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 92 Further, while some individual departmental policies ensure course availability in the evening, it is
 93 also important to ensure course availability for students who attend classes earlier in the day and
 94 work evenings. It is essential that departments' course offerings take into consideration the varying
 95 demands of their students – both majors and non-majors – as they progress through their course of
 96 study.

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 98 After discussion the question was called and carried. The resolution was approved by voice vote.

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 100 **Report by the** A summary statement of President Raab's report to the Senate is as follows:

101 **President:**

102 “I apologize for being a little late. I was meeting with our student athletes, and one of their com-
 103 plaints is that not enough people go to their games. So, I want to take this opportunity to put a plug
 104 in for everyone to support our student athletes and turn out for the games.

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 106 Re: Searches: We are looking for a new Executive Director for the Brookdale Center on Aging.
 107 This has been one of Hunter's most renowned centers, and we are looking to reintegrate it into

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the life of the college and to work more closely with our professional schools, the sociology department, and various Arts and Sciences departments. So, if you have any ideas and thoughts on applicants please let the Provost know.

The search for a Vice President for Institutional Advancement is moving along extremely well. I thank everyone here who has participated. I think everyone will agree that we have four extremely qualified and interesting finalists. The dates for campus visits will be announced soon, and I have asked the committee to set aside an open session for each one of the candidates. I know that people will be busy with finals and the end of the year, but I hope that you will take time to come and meet the candidates. An extremely important part of our objectives in the next year is to organize our development efforts here and to increase the amount of private funds that we raise to support this institution.

The search for Dean of the School of Social Work is very important. I have already started to meet with some of the faculty from the school to have them start thinking about their vision for the school in the future. We are very excited about finding wonderful candidates for that position as well.

Re: Report by the Advisory Committee on Student Services: I want to formally report that we are excited about accepting and moving forward with the findings and recommendations of the report by the Advisory Committee on Student Services. There were a number of extremely important recommendations in that report and I think the overall umbrella is to improve our focus on services to our students, and to integrate the unit of Student Services more widely into the college so that everybody is working in a more seamless way to support our students and to help recruit students who will benefit from Hunter, help them stay here and improve our retention rate, and then support them through graduation to also improve graduation rates in six years. I want to reiterate that there was some concern when we were first talking about the report that by focusing on student services we were somehow looking at just the Office of Student Services and in some way really putting them under scrutiny. The object here is to look at how we provide services to students and to support all of the individuals in this college who are dedicated to doing just that. This is an opportunity to work with the Office of Student Services and our new Acting Vice President for Student Affairs, Eija Ayravainen, to support her unit, but also to bring the whole college into doing a better job of supporting our students. We will be looking at ORSEM, the student orientation seminar, and pilot projects that we are hoping to implement. We are beginning to think of new ideas to improve student orientation by using technology. It is our hope to move toward systems of e-advising where students have an opportunity to get responses to their questions in a timely fashion and one in that can be documented as well, and to bring the Provost's Office and the Office of the Vice President for Administration into one holistic approach to student services. I want to take this opportunity to thank everyone on the committee, and particularly Joan Tronto, for an extraordinary job. This is not going to be a report that stays on the shelf. We have already started to implement it. One very important recommendation of the report was to move the areas of admissions, recruiting, financial aid, and the registrar to Student Services so that the student is treated as a whole. All those areas that deal with the student will be reporting to the Vice President for Student Affairs, and I think that will help us serve the student better. That change was implemented last week and we are now looking at how to improve those basic services to the student to help improve our retention and our graduation rates.

Re: Budget: I know that budget issues are on many peoples minds. On the city side there is some extremely bad news, which we are fighting at the campus schools. That budget has been cut by the mayor in an extraordinary amount. If the cut is approved by the City Council, it will require us to lay off faculty at the campus schools. It is extremely upsetting. We are mobilizing the troops to fight this cut. There is a lot of pain out there that has to be spread, but this is a school that has had no increase in its OTPS budget in 15 years. So, there is nothing to cut and the only thing left to cut is faculty. It is absolutely unacceptable. The Chancellor made a public statement

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171 about it at the Board of Trustees meeting and everyone within CUNY has been extremely
172 supportive and working to try to get the mayor to reverse this and to try to get the City Council to
173 put it high on the agenda. Another area of great concern is the Vallone Scholarships. The cuts are
174 extreme. There is only one semester left as everyone knows in this budget cycle and the cuts that
175 are under consideration now would really affect our student body. I think after Baruch we are the
176 second largest recipients of Vallone Scholarships, and I ask everyone to join in and help us in this
177 effort with your City Council people.
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179 There has been a lot of talk about the State Budget and people have a lot of ideas about what is
180 going on. The best thing I can say is that nobody knows what is happening with the State Budget.
181 With the cooperation of everyone at Hunter we are doing what we can to budget very carefully so
182 that we can get through this year. We are watching all the signs and we are working with 80th
183 Street, but there is no information about what the impact is going to be. We are doing our best to
184 watch how every penny is spent in this school so that we can support the classes that are needed for
185 next semester, and that departments have the OTPS budgets they need to operate.
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187 A very good piece of budget news is that the Board of Trustees voted on the CUNY capital budget
188 for the year 2003-2004. This budget will be given to the Governor, and then to the Legislature.
189 Hunter is on the list for capital funding. We have been very aggressive with the Trustees and with
190 80th Street about our needs, and that lobby has paid off. There are three projects in the 2003
191 Capital Budget Request for Hunter College, i.e., beginning money for a new Science Building,
192 beginning money for a new Arts and Performing Arts Building, and half of the money needed to
193 restore Roosevelt House with a commitment that the second half of the funds will be available in
194 the next fiscal year. We will be starting immediately to begin the restoration of Roosevelt House.
195 We are in the final selection of choosing architects, and we expect construction to begin whenever
196 the State Budget is finished which, hopefully, is this summer. That is very real, very tangible, and
197 very positive news. Now the hardest question is to find sites for the new Science and Arts
198 buildings, and we are out there looking. It is extremely good news to be recognized by the
199 Trustees for our needs. We have to stay vigilant through the process to show that the need is there
200 at Hunter College, and to secure the money and to find the sites. So, that is very happy news within
201 some less certain circumstances.
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203 As a final note, I want to go back to the issue of student services. During some of the discussions
204 focusing on student advising there was some concern about some other areas that need attention.
205 One of the issues that many faculty and departments brought to my attention was the question of
206 how we use our disciplinary process. Are we clear about it? Do students and faculty know what
207 the rules are and how to use the process? Eija and I have both been very determined to make sure
208 that we have a very clear and transparent process where everyone understands the process and how
209 it works. I am asking Mike Escott to make a five-minute presentation on the basic procedure.
210 Mike would also be happy to come to department or school meetings if people feel it is important
211 for other faculty and students to hear about the procedures.”
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213 The floor was open for questions.
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215 The President yielded the floor to Mike Escott, who presented the following report on the student discipli-
216 nary process.
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218 He said: “I would like to refresh your familiarity with the student disciplinary process and
219 procedure at Hunter College. It is not a complicated system. It is a rather easy system to
220 understand and everybody in this room, faculty as well as students, are encouraged to use it. I can
221 assure you that our office will give you a very quick response, and we will treat it with a great deal
222 of seriousness. I want to go quickly through that process, which is initiated by a written
223 submission to me. If there is an allegation or an accusation or charge against a student it has to be
224 submitted to me in writing. I then have three options: (1) I can either dismiss it if I feel there is
225 insufficient reason or documentation to go forward with it; (2) I can immediately suspend the
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231 student subject to a hearing within seven days, or (3) I could refer it to conciliation. About 90% of
232 the cases go to conciliation. This means that the case is assigned to a counselor. The counselor
233 will meet with the student who is charged with some allegation. The counselor will also speak to
234 the faculty member or the student who brought the charge, and there will be an attempt to come to
235 some kind of mutual agreement about a resolution, and if there can be a mutual agreement it will
236 be referred to me with the recommendation that I accept it. Most of the time I would accept that
237 agreement. Cases where I might not accept the agreement would include situations where I know
238 the student had a past history. A counselor might not know that, and the faculty member might not
239 know that. For example, the student may have been convicted of plagiarism already. In that case I
240 am not going to just allow it to be resolved at conciliation. It needs to go to a disciplinary hearing.
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243 The Disciplinary Committee is a five-person committee, chaired by a faculty member. The
244 proceeding is very formal. I serve as the prosecutor. The student is the defendant. He or she has the
245 right to an attorney. He or she has the right to bring in witnesses. I have the right to bring in
246 witnesses as well. The testimony is very much like it would be in a courtroom. The major
247 difference is that the Disciplinary Committee can ask questions, and a jury in a courtroom
248 cannot. During a hearing the committee members have the right to ask questions. They can ask
249 questions of me. They can ask questions of the student or of any of the witnesses. Once all the
250 testimony is taken, we all leave the room except for the committee. The committee deliberates,
251 and they determine guilt or innocence. If the student is found guilty, the committee must also
252 determine a sanction. They have about 8 or 9 sanctions available to them ranging from a warning
253 to expulsion from school, plus a number of things in between. Any of those sanctions are appeal-
254 able to the College President. The President cannot increase the sanction, but can only confirm it
255 or decrease it.
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257 That is the basic procedure. Two notes of caution: (1) I am often asked about disruptive students in
258 the classroom and what do we do. I would just suggest that you contact me directly about that, and
259 we will discuss it and then determine how to proceed at that point; and (2) any faculty member
260 who is bringing charges of academic dishonesty against a student should not assign a grade until
261 the formal process has been completed. That is it in a nutshell. A more detailed version is printed
262 in the back of the undergraduate catalog.”
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264 The floor was open to questions.

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266 **New Business:**

267 Professor Joan Tronto moved for approval of the following resolution:

268 BE IT RESOLVED, that the Hunter College Senate refer to the Undergraduate Academic Require-
269 ments Committee the creation of a grade (usually denoted as “XF”) to be assigned, with due
270 process, when students are assigned a failing grade in a course as a result of their academic
271 dishonesty.
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273 After brief discussion the question was called and carried. The resolution was approved by voice vote.
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275 It was moved that the meeting be adjourned. The motion carried, and the meeting adjourned at 5:15
276 P.M.
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279 Respectfully submitted,
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283 Anthony Picciano,
284 Secretary