

MINUTES

Meeting of the Hunter College Senate

28 November 2018

1 The 620th meeting of the Hunter College Senate convened at 3:39 PM in HW room 714.
2

3 **Presiding:** Thomas DeGloma, 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, and
8 clickers were distributed to them.
9

10 **Minutes:** The minutes of 24 October were circulated at the door and will be voted at the next meeting.
11

12 **Middle States**
13 **Report:** **Update on the Middle States Work Groups for Standard IV: Support of Student Experience**
14 Professor DeGloma called on Sarah Ward, Outreach Librarian, and Brian Maasjo, Assistant Dean for
15 Student Affairs. The report is attached in Appendix II.
16

17 **Report by the**
18 **Administrative**
19 **Committee:** a) **Approved Curriculum Changes**
20 The following curriculum changes as listed in the attached Report dated 28 November 2018 have
21 been approved as per Senate resolution and are submitted for the Senate's information: Items:
22 UR-2217 Geography (Change in course), UR-2222 Economics (Change in course), UR-2234
23 Psychology (Change in course), and GS-1185 Nutrition (Change in degree program).
24

25 **Report by**
26 **HEO Forum:** Professor DeGloma called on Jade Young Michaels, Chair of the HEO Forum Steering Committee to give
27 a report on the HEO Forum. The report is attached in Appendix III.
28

29 **Committee**
30 **Report:** **Committee on Honors**
31 Professor DeGloma called on Professor Richard Belsky, Chair of the Committee on Honors, to present
32 the report. The report is attached in Appendix IV.
33

34 Questions and debate on Resolution on the Establishment of Honors Courses and Honors Course
35 Sections in Departments and Programs followed.
36

37 The question to adapt the Resolution One was called and carried.
38

39 Voting by clicker produced the following results: 58 in favor, ten against and three abstentions.
40

41 The motion carried. The Resolution is in Appendix IV.
42
43
44 Questions and debate on Resolution Two followed.
45

46 There was a motion to amend the Resolution Two to include the resolved clause:
47
48 Be it resolved that the Senate establish an oversight committee to work out procedures for monitoring
49 and publishing departmental criteria, requirements and syllabi for Honors Courses and that the
50 committee report to the Senate.
51
52

53 **Minutes**
54 **Meeting of the Hunter College Senate**
55 **28 November 2018**

56
57 There was a motion to amend the amendment:

58
59 Be it resolved that the Senate establish an oversight committee to work out procedures for monitoring
60 the publishing of departmental criteria requirements and syllabi for Honors Courses and that the
61 committee report to the Senate.

62 The question was called.

63
64 The voting by clicker produced the following results: 36 in favor, 18 against and seven abstentions.

65
66 The motion carried.

67
68
69 Due to the late hour, the meeting was adjourned at 5:24 PM.

70
71
72
73 Respectfully submitted,

74
75
76 Dana G. Reimer
77 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A) =Alternate, A=Attended, X=Absent, E=Excused

Faculty	Name	Attendance	Department	Name	Attendance
AFPRL	Anthony Browne	A	Mathematics & Statistics	Bill Williams	X
	Denis Milagros	(A) X			0
	Edgardo Melendez	(A) X			
Anthropology	Jackie Brown	A	Medical Laboratory Sciences	Patrick Burke	(A) A
	David Hodges	(A) A		Verna Segarra	(A) A
	William Parry	(A) X		Abigail Morales	A
Art & Art History	Daniel Bozhkov	X	Music	Chad Euler	(A) X
	Lynda Klich	A		Muktar Mahajan	(A) X
	Susan Cole	(A) X		Jewel Thompson	A
Biological Sciences	Susan Crile	(A) X	School of Nursing	Michele Cabrini	(A) A
	Derrick Brazill	X			(A)
	Shirley Raps	A		Lynda Olendar	A
	Paul Feinstein	(A) X		Cheryl Zauderer	A
Chemistry	Maria Pereira	(A) X	Philosophy	Jin Young Seo	A
	Akira Kawamura	A		Charles Reuter	(A) X
	Gabriela Smeureanu	(A) A		Laura Keating	A
Classical & Oriental Studies		0 (A) 0	Physics & Astronomy	Daniel Harris	(A) X
	David Petrain	A			0 (A)
	Dai Fang	(A) A		Kelle Cruz	A
Computer Science	Alexander Elinson	(A) X	Political Science		(A)
	Lei Xie	A			(A)
	Jia Xu	(A) A		John Wallach	A
Curriculum & Teaching		(A)	Psychology	Sanford Schram	(A) X
	Jason Wirtz	X		Michael Lee	(A) A
	Karen Koellner	A		Roseann Flores	A
	Terri Epstein	(A) X		Jonathon Rendina	A
Dance	Benjamin Shuldiner	X	Physical Therapy	Peter Moller	(A) X
	Maura Donohue	X		Chris Braun	(A) X
	Carol Walker	(A) A		Nicki Silberman	A
Economics		(A)	Romance Languages	Thomas Holland	(A) X
	Randall Filer	X			(A)
	John Quiang Li	X		Monica Schinaider	A
Educational Foundations & Cou	Tim Goodspeed	(A) A	School of Social Work	Julie Van Peteghem	(A) X
	Goeum Na	A			(A)
	John Ranellucci	(A) A		Alexis Jemal	X
	Amanda Crowell	(A) X		Rufina Lee	X
English	Leigh Jones	A	Sociology	Adam Brown	(A) A
	Amy Robbins	A		Maria Rodriguez	(A) X
	Stephen Wetta	A		Mark Halling	A
Film & Media Studies	Janet Neary	(A) A	Special Education	Mike Benediktsson	(A) X
	Tami Gold	E		Michaela Soyer	(A) X
	Aaron Glenn	X		Elizabeth Klein	A
	Larry Shore	(A) X		Lauren Schnell	(A) X
Geography		(A) X	Speech-Language Pathology and Audiolo	Virginia Gryta	(A) A
	Ines Miyares	A		Donald Vogel	A
	Shipeng Sun	(A) A		Michelle MacRoy-Higgins	(A) A
German		(A)	Theatre		0 (A)
	Elke Nicolai	X		Louisa Thompson	A
	Eckhard Kuhn-Osius	(A) X		Jonathan Kalb	X
History	Aine Zimmerman	(A) A	Urban Policy and Planning	Claudia Orenstein	(A) X
	Eduardo Contreras	A		Victoria Johnson	X
		0 (A)		William Milczarski	(A) A
Library		(A)	School of Urban Public Health		(A)
	Jill Rosenthal	X		Phil Alcabes	A
	Sarah Ward	A		Khursheed Navder	(A) A
	Adina Milliken	X		Ming-Chin Yeh	(A) X
	Mee' Len Hom	(A) A		Deborah Tolman	X
	(A) A	Women & Gender Studies	Catherine Raissiguier	(A) A	
Hal Grossman	(A) A		Rupal Oza	(A) X	

Students

Joelle Tirado		A
	0	
Richard Lu		X
Alexa Michel		X
Sandra-May Flowers		A
	0	
	0	
Riana Khan		X
Kendra Cornelis		X
Noam Sohn		A
Nafeeza Ali		A
YanHong Li		A
	0	
Sohail Khan		E
Shannon O'Rourke		X
	0	
Demi Moore		X
	0	
Linda Yohannes		X
Anam Khalid		X
	0	
	0	
	0	
Jasmine Azeharie		X
Dorothy Slater		A
Christoper Cantor		X
	0	
Mila Adelman		A
Dine Butler		X
Michael Galka-Giaquinto		
	0	
	0	
	0	
Bryan Terry		A
	0	
Leonid Prog		X
	0	
Stephon Odom		X
	0	
Zaiba Iqbal		X
	0	
Raymer Contreras		X
Serenity Colon		X
Phuong Vo		X
Saif Zihiri		X

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt	A
	Luis Roldan	(A) A
Library	Jocelyn Berger-Barera	A
Geography	Dana Reimer	E
Sociology	Calvin Smiley	A
Library	Ajatshatru Pathak	A
Medical Lab Science	Hongxing Li	A
Philosophy	Ian Blecher	X
Sociology	Thomas DeGloma	A
Mathematics & Statistics	Sandra Clarkson	A
Music	Christopher Buchenholz	X
Educational Foundations	Jeanne Weiler	X
THHP	Sarah Jeninsky	A
Psychology	Joseph Lao	A

Ex-Officio

President, USG		0
Vice President, Graduate Student Associati		0
President Alumni Association	Patricia Rudden	E
President, HEO Forum	Denise Lucena-Jerez	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLA Representative	Brian Buckwald	A
Vice President for Student Affairs	Eija Ayravainen	A
Senior Advisor to the President for Stude	William Tramontano	A
Provost	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	E
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	A

APPENDIX II

Middle States Accreditation Hunter College Self-Study Support of the Student Experience

Brian Maasjo & Sarah Ward
Standard IV Workgroup Co-Chairs

PREPARED FOR HUNTER COLLEGE SENATE FALL 2018

Role of Workgroup 4: Support of the Student Experience

- ▶ Demonstrate that the college:
 - ▶ recruits and retains students who are a good match for the institution's mission and educational offerings
 - ▶ commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which
 - ▶ enhances the quality of the learning environment
 - ▶ contributes to the educational experience
 - ▶ fosters student success
 - ▶ assesses the above across all educational experiences, settings, levels, and instructional modalities

Participation Across Hunter College: Standard IV Workgroup Members

- ▶ Co-chair: Sarah Ward, Associate Professor, Outreach Librarian
- ▶ Co-chair: Brian Maasjo, Assistant Dean of Student Affairs
 - ▶ Sissel McCarthy, Distinguished Lecturer, Film and Media Studies
 - ▶ Paul McPherron, Professor and ACERT Director (Teaching/Learning Center), English
 - ▶ Ben Ortiz, Professor, Biology
 - ▶ Gess LeBlanc, Associate Professor, Educational Foundations
 - ▶ Lori Janowski, Director, Admissions Office
 - ▶ Paula Wicklow, Internship Coordinator, Career Development
 - ▶ Dzelika Daniel, Director, Financial Aid
 - ▶ Hui Min Zhuo, Student
 - ▶ Elly Bergen, Student

Hunter's Strategic Priorities & Standard 4

- ▶ Hunter's Middle States Committee selected four priorities from Hunter's Strategic Plan for 2012-2020 to analyze:
 - ▶ 1) *Enhance Hunter's Academic Identity as a Research Institution.*
 - ▶ 2) *Foster Interdisciplinary Learning and Scholarship.*
 - ▶ 3) *Broaden Opportunities for Student Success.*
 - ▶ 4) *Expand and deepen engagement with New York City neighborhoods and institutions.*

Hunter's Strategic Priorities & Standard 4

- ▶ Hunter's Middle States Committee selected four priorities from Hunter's Strategic Plan for 2012-2020 to analyze:
 - ▶ 1) *Enhance Hunter's Academic Identity as a Research Institution.*
 - ▶ 2) *Foster Interdisciplinary Learning and Scholarship.*
 - ▶ **3) Broaden Opportunities for Student Success.**
 - ▶ 4) *Expand and deepen engagement with New York City neighborhoods and institutions.*

What We Learned in the Process

- ▶ Changes, big and small, are ongoing
- ▶ Decentralized programs offer a variety of tailored supports
- ▶ Student voices are important

Contributing to the Self-Study

- ▶ We need you to share your thoughts and give us feedback.
- ▶ In what ways is your department, program, or office providing extra-curricular support for students?
- ▶ What evidence do you have of your student support initiatives?
- ▶ <http://www.hunter.cuny.edu/middle-states>
- ▶ Contact us!
 - ▶ Sarah Ward, sarah.ward@hunter.cuny.edu
 - ▶ Brian Maasjo, bm514@hunter.cuny.edu

APPENDIX III

HEO FORUM HUNTER COLLEGE, CUNY

Mission Statement

The HEO Forum is an organization of professionals in the Higher Education Officer series at Hunter College whose aim is to enhance the welfare and profession of all HEOs at the College.

Why were we created?

The HEO Forum was formed during the Spring 1995 semester following the declaration of fiscal exigency by CUNY and the non-reappointment of 18 HEOs, based solely on the "financial ability" clause and prior to the establishment of the Hunter College Retrenchment Committee. Its purpose is to represent actively an essential, yet diverse segment of the Hunter College community.

We are NOT a union nor are we affiliated with any organization or chapter.

What do we do?

Many HEOs are involved in the decision and policy-making aspects of their unit, and therefore have a hand in shaping the destiny of the College. HEOs have been appointed to many college-wide committees, such as the searches for senior administrators and directors, review of programs, Middle States Accreditation, the Strategic Plan, Campus Climate, and honorary degrees. HEO representatives sit on the Senate and the HEO Screening Committee.

The HEO Steering Committee meets with fellow HEOs every semester to discuss matters of concern (i.e. construction, payroll, work orders). We also meet with members of the administration to relay these concerns.

APPENDIX IV

REPORT TO THE SENATE BY THE SELECT COMMITTEE ON HONORS 28 November 2018

Introduction:

The first part of this report addresses the issue that there are many honors programs and honors offerings at Hunter but little-to-no overarching vision of what defines or characterizes honors work in this college. This report and its associated resolutions in no way seeks to impose a single homogenizing standard over what constitutes honors work; the Committee recognizes that the departments and programs offering honors options are the best judge of what that should mean in their respective fields and disciplines. But in a survey we conducted of department chairs when we began our work, a number said they would welcome guidance regarding what constitutes honors work, and that is what we seek to provide. These guidelines are not intended to be a hard prescription imposed from above, but rather a model of how to think about honors-level work at Hunter, one that should prove helpful to both students and to departments and programs who may decide to revisit their honors offerings in the future.

The second part of this report puts forward resolutions that shall govern the process by which departments and programs formally designate course offerings to be honors, and the ways that such work is reflected on student transcripts. One of the most pressing justifications for supporting an eventual Senate resolution on honors is that Hunter students now take honors courses and sections that do not appear on their final transcript with an appropriate honors designation. This is especially true of honors sections of larger courses. Students in such sections are held to higher expectations and are graded according to honors standards – but do not receive recognition for this additional work on their final transcript. Our proposal fixes this serious problem and provides a standard process by which honors courses/sections should be listed in the future.

Part I. Guidelines for Departmental Honors Courses and Honors Sections across Hunter College.

- Honors courses and honors sections at Hunter should be characterized by higher and more rigorous academic standards than comparable non-honors courses of the same level and non-honors sections of the same course.
- In line with national norms, honors courses and sections at Hunter should generally be open to students with a GPA of 3.5 or higher.
- Honors work at Hunter College should reflect classroom experiences that prioritize and facilitate critical engagement on the part of students.
- Honors work at Hunter should be reflected in the entire learning experience over the semester, and should, in general, not be based solely on extra or longer assignment(s).
- Honors work may be offered at any course level, including the introductory level. At the 100 and 200 levels, honors courses should be distinguished by higher expectations of student critical engagement with the material, thoughtful participation in group discussion and work. In addition to the general attributes mentioned above, honors sections at the 300-level and above should expect student engagement with material and submission of work that is closer to that of those engaged in that field of study at a graduate or professional level.
- While it is not expected, for example, that research papers or creative work submitted for honors credit should attain levels expected of graduate or professional work in that field, it should be expected that such work will strive for that standard and be nearer to that standard than is expected of work in a non-honors section.

In designing honors courses/sections departments and programs may draw from the particular attributes mentioned below (source “Honors Course.” *Glossary of Educational Reform for Journalists, Parents, and Community Members*. Great Schools Partnership.)

In-Depth Research, Scholarship, and Creative Work

- Highly focused, often discipline-oriented learning experiences:
 - an emphasis on research writing in the humanities and social sciences, including data analysis in the social sciences
 - and on experimentation, measurement, data analysis, and interpretation in the natural sciences
- The products are often documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products

Breadth and Enduring Questions

- Core-curriculum honors courses may be seminars that provide multi- or interdisciplinary depth, confronting students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and enduring questions
- They may require integrative learning: both local and global learning with connections across time, genre, and disciplines, and not always in classroom situations
- The products often involve creative integrations of evidence from several disciplines with a heavy emphasis on interdisciplinarity, the assessment of which emphasizes process rather than product, focusing on meta-cognitive processes.

Service Learning and Leadership

- Community engagement: often a single project or a series of collaborative projects that address(es) real-world problems and through which students acquire practical experience and skills that lead to engaged citizenship, either for credit or not.

Experiential Learning

- Emphasizes exploration and/or discovery rather than acquisition of specific knowledge sets; a focus on hands-on, usually supervised, practical engagement with usable outcomes
- Focus on student-driven learning projects facilitated by faculty who provide no necessary, single conclusion to be drawn by all or many students
- May include international experience and active learning
- Involves continuous reflective writing and oral presentation as students articulate their discoveries and document their personal growth

Learning Communities

- Emphasizes strong community integration via academic, social, and/or service activities
- Outcomes include connecting members to one another for the pursuit of common goals through interdependence and mutual obligation; respectful inclusiveness of economic, religious, cultural, ethnic, social, and other differences; and common inquiry in which members collaborate on solutions to common problems

Flipped Classrooms

- Frees students from the typical lecture-based format, because students read their assignments before class, so they can spend valuable class time wrestling with difficult questions, debating important points, and working through activities or simulations.

RESOLUTION on the ESTABLISHMENT of HONORS COURSES and HONORS COURSE SECTIONS in DEPARTMENTS and PROGRAMS:

Be it resolved that Departments and Programs may offer “honors courses” and “honors sections” of courses upon the approval of the unit’s faculty Curriculum Committee (or equivalent).

Be it further resolved that courses that are developed to be exclusively “honors courses” must undergo the Hunter Course Submission & Approval Process that applies to all other courses. However, departments may designate “honors sections” of courses that have already been approved via the Hunter Course Submission & Approval Process without additional review. Honors sections of courses that are not otherwise designated as honors should be indicated with the section code HNxx.

Be it further resolved that the Department or Program, via its committee charged with curricular oversight, must clearly determine what criteria/requirements set an honors course apart from standard courses, and honors sections apart from standard sections of the same course. In determining the criteria/requirements for honors courses and sections, the Department or Program Curriculum Committee should consult the “Report of the Senate Honors Committee: Guidelines for Departmental Honors Courses” (attached).

Be it further resolved that Departments and Programs that offer honors courses and/or honors sections must make publicly available the criteria for honors courses and sections so that students can be informed about the requirements of such courses/sections when registering for classes.

Be it finally resolved that a report listing honors courses and honors sections and detailing the criteria and requirements of such courses and sections be made with the Department Chair or Program Director’s report and be made available for review by the respective Senate Academic Requirements and/or Course of Study Committees.

RESOLUTION TWO:

Be it resolved that the Office of the Registrar shall insure that honors courses and honors sections designated by the process (and only by the process) described in the “**RESOLUTION on the ESTABLISHMENT of HONORS COURSES and HONORS COURSE SECTIONS in DEPARTMENTS and PROGRAMS**” be listed under the “Campus Honors” course attribute so that students may easily identify honors offerings when they register for courses. Be it further resolved that the Office of the Registrar shall insure that honors courses and sections be identified as such on student final transcripts.

RESOLUTION THREE:

Be it resolved that the Provost’s Office, in consultation with the college Senate, establish and maintain a single “Honors options at Hunter” webpage that provides complete descriptions and explanations of the various “honors” programs at Hunter, with links to specific pages describing each individual honors program's details.