

# MINUTES

## Meeting of the Hunter College Senate

### 2 April 2008

1 The 487<sup>th</sup> meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.  
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3 **Presiding:** Richard Stapleford, Chair  
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5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.  
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7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and  
8 clickers were distributed to them.  
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10 **Minutes:** The Minutes of February 20<sup>th</sup> and March 5<sup>th</sup> were approved as distributed.  
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12 **Report by the** The following is a summary statement of President Raab's report to the Senate. She said:  
13 **President:**  
14 "As we speak, the budget is being negotiated in Albany. The conferences have restored \$90M to  
15 the CUNY budget. Unfortunately, the \$90M has to cover SUNY, CUNY, some private programs,  
16 and some cuts in TAP. So, we really don't know what is going to happen. There will be no budget  
17 increases this year, that is certain, but the hope is that if there are cuts they will be small. We really  
18 should know that in the next few days.  
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20 On a more positive note, we are in very active negotiations to make sure that the new building for  
21 the School of Social Work, which we will be talking more about for the next few weeks, is funded.  
22 There is a lot of legislative interest. As many of you remember, the building was proposed for  
23 Harlem but we did lose the original site. Major league baseball beat us out. They did want to  
24 lease the space. We are going to buy so that the School of Social Work will have a long term home  
25 without being in a lease situation. This has given us an opportunity to look very hard for sites, and  
26 there have been certain things that Social Work faculty had asked us to do if we were to find  
27 another site. We have been trying to respond to those. The good news is that there is a lot of  
28 interest by many elected officials. I had actually talked to Governor Paterson before he was  
29 Governor. I don't think there will be drastic cuts, but I am not sure that all the cuts will be restored.  
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31 On a happier note I want to mention a few initiatives. One is to give some thought about whether  
32 you would like to participate in the Summer Technology Initiative, which I mentioned in my *Open*  
33 *Line*. We will be putting out more specific details in the next two weeks. The purpose here is to  
34 support faculty over the summer who would like to integrate technology into their teaching. Our  
35 goal is to increase the number of faculty who use technology in a classroom. I just left a meeting of  
36 the Student Government and there is an incredible desire on the part of the students to have more  
37 faculty use blackboard, to post syllabi before the class starts so that they can have a sense of what  
38 is being offered in a class, and to have discussion groups as a part of the courses. The student  
39 demand is enormous and I urge you to help us try to meet this. It is incredibly important. As I have  
40 said before, even with our wonderfully affordable tuition and the phenomenal faculty here, we are  
41 going to start to lose students over time if we are not going to be competitive. The next  
42 generation lives by clicking and that is all they do. That is how they live. It is different kind of  
43 thinking, a different kind of living, and a different kind of learning. They will be here soon as  
44 students, and we have to keep up. This initiative is designed by Frank Steen with significant input  
45 and leadership by Manfred Kuechler and a few other faculty. We will be making a broader  
46 announcement about how to apply and we will have stipends.  
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We had a lot of interest last year in the faculty laptop initiative in which we funded half the cost. We will be continuing that program in the fall, so people should think about that.

Another new initiative has also received a lot of interest and that is the student engagement initiative where we are supporting faculty request to take students to an extra-curricular activity related to their course work, e.g. visits to science museums, or projects, or museums, or theater, or just sometimes going out for a social occasion to continue a discussion, student opportunities to do research for faculty, and student opportunities to travel with faculty to conferences. We have already granted over \$50,000, and we are getting some great feedback. Please, think about that as well.

I want to just bring to the Senate's attention the release of the 2008-2012 CUNY Master Plan Draft. This is the document that guides how CUNY will allocate their funding, their support, and their vision, our vision really, in this four-year period. This document was prepared by Vice Chancellor Selma Botman. She is asking the Presidents for comments in the next few weeks. We have a short comment period. I urge all of you to read this document which will be available on line. There are certain things in the document that we worked very hard to get included. For example, there is large section on the new CUNY School of Public Health at Hunter. There is a lot of information on the decade of science, there is a lot of support for hiring faculty and there is a lot on education. But you should also read the details. These policies will be adopted and they will form future spending decisions and other types of policies. As a community it is worth reading and weighing in now. It is not yet set in stone, and it is the time to have our voices heard. I am glad it is on the agenda for the April 16<sup>th</sup> Senate meeting and I ask everyone to really look at that.

We are getting our CUNY Alert System up and going, and we want to urge everyone to sign up. It costs you nothing, and we will be able to contact you in the unfortunate case of an emergency."

The President concluded her report by opening the floor to questions, but none were asked .

**Report by the**  
**Administrative**  
**Committee:**

The Chair presented the report as follows:

Special Election to fill vacant seats on the Senate

In accordance with Article IV.2.H.i & ii of the *Charter for a Governance of Hunter College* the Administrative Committee presented the names of all nominees received to date for the at-large seats:

Students:

- Jakub Robert Walko (Economics)
- Mariya Kayumava (Political Science)
- Sera Yeysides (Economics)
- Nia Smith

It was moved that the nominations be accepted. The motion carried by voice vote without dissent. Clickers were distributed to the newly elected senators.

Approved Curriculum Changes

The following curriculum changes, as listed in Parts I and II of the Report dated 4/2/08, were approved as per Senate resolution and were submitted for the Senate's information: Items UR-1522 (Art), UR-1526 (C&T), GR-759 (C&T), UE-1528 (AFPRL), UE-1529 (Various Departments: Change in Course Prefix), US-1521 (Geography), US-1523 (Art), US-1524 (Film & Media) GS-763 (Classical), GS-758 & GS-761(C&T), GS-756 (Geography), GS-757 (Classical & Oriental Studies/New Academic Program: The Teaching of Chinese Leading to the M.A. Degree), US-1527/GS-762 (Curriculum & Teaching).

**Committee**  
**Reports:**

**Mellon Project Special Committee to Review the GER**

The following report dated 2 April 2008, as distributed, was on the floor for discussion:

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The committee has formulated a draft statement outlining the goals of a General Education requirement in a liberal arts curriculum. This is presented as preamble to the Purposes of a General Education Program included as Appendix C in their previously distributed report *How We Care for the Curriculum at Hunter College* (p. 59). The twelve goals are reproduced below.

The Committee wishes the Senate to engage in a debate about the mission of general education at Hunter inspired by the statements in these goals.

**STATEMENT**

The purpose of education at Hunter is to cultivate the powers and habits of mind that enable students and faculty to think critically and act responsibly, to understand complexity, and to discover and create new knowledge throughout their lifetimes. Thinking, understanding, discovery, and creativity are the hallmarks of intellectual and social achievement as well as personal and professional success. We believe a liberal education is the best way to achieve these goals, and so we make these opportunities available to all students regardless of program. Hunter's general education framework is designed to help students progressively develop essential research and communication skills, to gain familiarity with the ways of interpreting the world that the different disciplines offer, to acquire an understanding of excellence so as to become capable of self-assessment, and to make connections among various areas of inquiry and their applications to the world beyond Hunter.

**APPENDIX C:**  
**PURPOSES OF A GENERAL EDUCATION PROGRAM—A STARTING POINT**  
(Page 59 of our Report “*How We Care for the Curriculum at Hunter College*”)

1. Introduce students to academic culture by conveying general expectations, responsibilities, and opportunities.
2. Establish a common learning community through shared experiences.
3. Provide a coherent curriculum for students.
4. Help students appreciate the variety of different disciplinary approaches, organizing methods, and questions.
5. Gain basic competencies in major areas of inquiry, including quantitative and scientific inquiry.
6. Develop specific skills of problem-solving, critical thinking, assessing and evaluating sources, and writing concisely and coherently.
7. Acquire experience transferring the skills in #6 to various areas of inquiry.
8. Gain experience with multidisciplinary and interdisciplinary approaches to knowledge.
9. Through the above goals, help students discover their areas for major study.
10. Appreciate the creativity entailed in the discovery of knowledge. (Capture the “zest for learning” that is found in the College’s mission statement.)
11. Develop an appreciation for how skills and methods learned might be utilized to address key social problems and concerns.
12. Acquire the habits of mind that enable students to evaluate and acquire new knowledge through-out their lifetimes.

At 4:05 PM it was moved that the Senate dissolve into a Semi Committee of the Whole for 30 minutes for discussion. The motion carried by voice vote without dissent.

At 4:35 PM it was moved that the time for the Semi Committee of the Whole be extended by 10 minutes. The motion carried by voice vote without dissent.

The Senate reconvened in formal session at 4:40 PM.

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**Committee on Academic Freedom**

Prof. William Sakas, Chair of the Committee, presented the following “Revised Procedures for Adjudicating an Academic Freedom Complaint” for discussion. The final report will follow at a later date.

Academic freedom exists to protect a university environment that is conducive to freedom of inquiry, thought, expression, publication and peaceable assembly. In order for the highest caliber of teaching, learning and research to proceed at Hunter, expression of the widest range of viewpoints should be encouraged and free from internal or external coercion. A breach of this protection not only affronts the rights of those parties who are affected directly, but affronts the integrity of the College community as a whole.

1. **Scope of a complaint** The Academic Freedom Committee will address complaints and concerns of potential infringements of academic freedom concerning the conduct of:

- a. the support and sponsorship of scholarly research
- b. teaching and other primarily academic responsibilities
- c. the search for, appointment, promotion and tenure status of faculty

However complaints and concerns relating to contract, finance and sexual harassment are not normally within the purview of the committee.

2. **Who can bring a complaint** Any individual or group of individuals of the Hunter College community including, but not limited to, full- and part-time instructional and non-instructional staff, members of the administration, and students.

3. **Form of complaints** Complaints may be made orally or via a written mechanism (including email). Complaints may be received directly from the aggrieved party/parties or from a third party who believes that they observed a breach of an individual's or group's academic freedom rights. Any member of the Academic Freedom Committee may accept a complaint after which it shall be passed to the Chair of the Committee.

4. **Initial inquiry** An informal 'fact finding' inquiry shall be initiated by the Chair of the Committee and a rotating member of the committee. The purpose of the initial inquiry is to determine the merits of the complaint, and if the complaint involves issues of academic freedom. If the Committee, after hearing an oral report of the initial inquiry (respectful of the complainant's right to anonymity) determines that the complaint falls outside the purview of academic freedom, the complainant(s) will be notified; no further action will be taken.

5. **Informal complaint** If the complaint was made informally and the complainant is unwilling to submit a written, signed complaint then, after the initial inquiry, no further action will be taken.

6. **Formal complaint** A formal investigation of a breach of academic freedom rights will be initiated after a signed complaint is submitted by the complainant to the Chair of the Committee.

- a. The Chair in consultation with the complainant will form an investigative sub-committee of two members of the Academic Freedom Committee. At the discretion of the Chair, a student member of the Committee will be added to the sub-committee.
- b. The sub-committee will then conduct an investigation.

221 c. The sub-committee will attempt to bring about a resolution of the matter that is  
222 satisfactory to all parties concerned; the sub-committee will report the results of the  
223 investigation to the complainant(s), the alleged violator(s) and the Committee.

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230 d. If, in the opinion of the sub-committee, no resolution is possible, the sub-committee will  
231 report its findings and recommendations to the Committee. After review by the  
232 Committee, a report of the findings and recommendations will be forwarded to the  
233 complainant(s), the alleged violator(s). The complainant(s) and the alleged violator(s) will  
234 be given the opportunity to attach a written response to the report after which it will be  
235 forwarded to the Executive Committee of the Senate and the Provost.

236 7. **Privacy** The privacy of the party/parties bringing a complaint of a breach of academic  
237 freedom must be respected, and information obtained in connection with the submission of the  
238 complaint and any subsequent investigation or resolution of the complaint will be handled  
239 with utmost confidentiality.

240 After extensive discussion it was moved that the meeting be adjourned. The motion carried, and the  
241 meeting adjourned at 5:20 PM.

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Respectfully submitted,

Jill Gross,  
Secretary

**APPENDIX 1**

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

**Faculty**

			Karun Singh (A)
Africana&PR/Latino Studies	Pedro Lopez-Adorno (A)	Sociology	Charles Green (A)
Anthropology	Michael Steiper (A)	Special Education	Grace Lappin Thomas McIntyre (A)
Art	Reiner Leist	Student Services	Reva Cohen (A) "E"
Biological Sciences	Thomas Schmidt-Glenwinkel (A)	Urban Affairs	Stanley Moses (A)
Chemistry	Pamela Mills Namby Krishnamachari (A)		
Classical & Oriental Studies	Fang Dai (A) Elizabeth Beaujour	<b>Lecturers and Part-Time Faculty</b>	William Mayer "E" Claus Mueller (Sociology) Aubrey Ewaroo Jeffrey Mongrain (Art)
Computer Science	Ioannis Stamos (A)	<b>Ex-Officio</b>	Jason Ares, CLT Council President Nadine Young, HEO Forum Pres. Agnes Violenus, Alumni Assoc. Pres. Sarit Levy, GSA Pres. Alex Kohen, USG Pres.
Curriculum & Teaching	Ann Ebe (A)	<b>Students</b>	Dulguun Maidar (Poli Sci) Nicole Odom Tonia Tiewul (THH) "E" Alex Kohen (Poli Sci) David Wexler (Poli Sci) Josef Bresko (Honors/Econom) Jian Jie Ren Jenny Alcalde (undeclared) Tamon Charles (Biochem) Julieta Estevez (Art) "E"
Economics	Howard Chernick Jonathan Conning (A)		
Educational Foundations	Peggy Chen (A) "E"		
Film & Media Studies	Tim Portlock (A) Michael Gitlin		
German	Elke Nicolai (A)		
Health Sciences	Mimi Fahs (A)		
History	Bernadette McCauley (A)		
Mathematics	Makram Talih (A)		
Music	David Capps (A) Barbara Hampton		
Nursing	Leighsa Sharoff "E" Judith Aponte "E"		
Physics/Astronomy	Ying-Chih Chen (A)		
Political Science	Joan Tronto John Wallach (A)		
Psychology	Jeffrey Parsons (A) Tricia Striano		
Romance Languages	Monica Calabritto (A) Michael Perna		
SEEK	Patricia Martin (A)		
School of Social Work	Bernadette Hadden		