

**MINUTES**  
**Meeting of the Hunter College Senate**  
**28 November 2007**

1 The 483rd 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 October 17<sup>th</sup> were approved as distributed.

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12 **Report by the President:** A summary statement of President Raab's report to the Senate is attached as Appendix II

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

15 **Committee:** Special Election to fill vacant seats on the Senate

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

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19  
20  
21 Students:

22 Alternate Senator: Sofia Farquharson (Urban Planning)

23 Alternate Senator: Bawo Ebigbeyi (Accounting)

24  
25 It was moved that the slate be accepted. The motion carried by voice vote without dissent.  
26 Clickers were distributed to the newly elected senators.

27  
28 Approved Curriculum Changes

29 The following curriculum changes, as listed in the Report dated 28 November 2007, have been approved as  
30 per Senate resolution and were submitted for the Senate's information: Items GR-742 (Educational  
31 Foundations), GS-738 (Schools of Health Professions/New York University: Letter of Intent for a new  
32 Master's Program in Biomedical Laboratory Management), GS-739/US-1508, US-1509, US-1510, US-  
33 1511, US-1512, and US-1513 (Mathematics & Statistics), US-1504 (Political Science).

34  
35 Election of Chair of Budget Committee

36 The floor was open for nominations. Professor Dixie Goss (Chemistry) was nominated.

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38 It was moved that nominations be closed. The motion carried by voice vote.

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40 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion  
41 carried by voice vote without dissent.

42  
43 Establishment of a Special Senate Committee

44 The Administrative Committee submitted the following resolution for Senate approval:

45  
46 **Whereas**, the current General Education Requirement was established by the Senate in 2000 and  
47 implemented in 2001 and,

48

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54 **Whereas**, in 2005 the President was awarded a significant grant to review undergraduate education  
 55 and thereupon formed what is now called "The Mellon Project," which is currently reviewing and  
 56 analyzing general education broadly conceived; and,  
 57

58 **Whereas**, the work of the Steering Committee of The Mellon Project is sufficiently similar in scope  
 59 and means of investigation so as to constitute the work of a Senate Select Committee to Review the  
 60 GER as would be customary for the Senate to initiate at this time; therefore,  
 61

62 **Be it Resolved**, that the Hunter College Senate establish a new special committee of the Senate, *the*  
 63 *Mellon Project Special Committee to Review the General Education Requirement*, consisting of the  
 64 current members of the Mellon Project Steering Committee, two students, and serving ex-officio  
 65 without vote the Provost and the Dean of the School of Arts & Sciences (see below); and,  
 66

67 **Be it further Resolved**, that the charge of the Special Senate Committee shall include:  
 68

- 69 • Review of the Senate's archives, including reports of the Select Committee on the Distribution  
 70 Requirement that recommended the GER so as to better understand the aims and purposes of the  
 71 existing requirements.
- 72 • Assessing, to the extent possible, whether and how well the GER achieves its aims and purposes.
- 73 • Engaging the entire academic community in discussion and deliberation of the aims and purposes  
 74 of general education, and practical considerations of implementation, sustained development, and  
 75 future assessment.
- 76 • Recommending changes, if deemed necessary, including those that might not require Senate  
 77 action or approval but which might be relevant for supporting the general education curriculum.

78 AND,  
 79

80 **Be it further Resolved**, that the Special Senate Committee is instructed to begin its work immediately  
 81 and to return a preliminary report to the Senate for an open discussion no later than the May 21, 2008  
 82 Senate Meeting.  
 83

84 While the Special Senate Committee shall be given latitude to determine its own reasonable schedule  
 85 for this extensive work, it is expected that the Committee shall report regularly to the Senate on its  
 86 progress, including anticipated schedules for deliberation and development, and that it shall present a  
 87 Final Report no later than the 2009-2010 academic year; at which time the Senate will forward the  
 88 report, with its recommendation, to the President.  
 89

90 **Members of the Senate's Mellon Project Special Committee to Review the GER:**

91 Chair: Professor Christa Davis Acampora, Department of Philosophy

92 Faculty:

93 Professor Philip Alcabes, Urban Public Health

94 Professor Richard Burke, Department of Music

95 Professor Sandra Clarkson, Department of Mathematics and Statistics

96 Professor Rebecca Connor, Department of English

97 Professor James Gordon, Department of Psychology

98 Professor William Sakas, Department of Computer Science

99 Students: Two students to be named at a future date.

100 Ex Officio Members:

101 Provost Vita Rabinowitz

102 Dean Shirley Clay Scott, School of Arts and Sciences  
 103

104 After discussion the question was called and carried.  
 105

106 The resolution was unanimously approved by voice vote.  
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 114 **Committee**      **Graduate Course of Study and Academic Requirements Committee Re: “Y” Grade**

115 **Reports:**      On behalf of the Committee, Dr. Robert Cowan presented the following resolution for Senate approval:

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 117            **BE IT RESOLVED**, that the Hunter College Senate approve the establishment of a “Y” grade for  
 118 graduate level courses at Hunter College; and,  
 119

120            **BE IT FURTHER RESOLVED**, that the following be added to the section entitled “Grades” on page  
 121 16 of the current Graduate Catalog: “Y = Year’s course of study—must continue to completion.”  
 122

123 After discussion the question was called and carried. The resolution was approved by voice vote without  
 124 dissent.  
 125

126 **Undergraduate Academic Requirements Committee Progress Report**

127 Professor Bernadette McCauley, Chair of the Committee, presented the following September 2006-October  
 128 2007 Progress Report:  
 129

130 The issues UAR considered are noted below; the committee concluded that none required a change in  
 131 any procedure which would bring the issue to the Senate floor. (Several other items were brought to  
 132 our attention but not within our purview and were directed to the appropriate Senate committee.)  
 133

134 There are, however, several circumstances which we think should continue to be followed and which  
 135 the Senate should be aware of. If there was any one theme of our meetings over the past year, it was  
 136 an acute awareness of the problems surrounding the integration of the enormous transfer population at  
 137 Hunter.  
 138

139 **Review of academic integrity procedures**

140 Dean Michael Escott gave us a report at our meeting of November 28, 2006 on the new process for  
 141 addressing academic dishonesty which was initiated in Fall 2005. Reports from faculty who have used  
 142 it are very favorable and the number of reported cases, while at first rapidly increasing as word of the  
 143 new procedures became known, has since declined. Dean Escott attributes success to a heightened  
 144 awareness among students that incidents of academic dishonesty are being taken very seriously  
 145 because of the new procedures, especially the Academic Integrity notation now required on all syllabi.  
 146

147 The issue of whether there could be a specially designated F grade, one that indicates that the F was  
 148 received because of academic dishonesty, was considered again and, as was also the case when this  
 149 was discussed on the Senate floor in 2003, we chose not to pursue the matter. We were reminded that  
 150 to do so would require CUNY approval and we were concerned about due process in assignment of  
 151 such a grade.  
 152

153 **Transfer Issues**

154 After hearing reports from Bill Zlata and Heidi Deneshvar of the Office of Admissions at our meeting  
 155 of December 12, 2006 on the current status of admissions of transfer students, and faculty complaints  
 156 about the lack of adequate preparation for upper level college work on the part of many transfer  
 157 students, the Committee notes the following information relevant to college-wide discussion of  
 158 transfer students at Hunter:

- 159 1) Almost equal amounts of freshmen and transfer students are admitted in the Fall semester but in  
 160 the Spring, the number of transfer students far exceeds freshmen.
- 161 2) Almost half of transfers are from CUNY community colleges. If students come with a degree they  
 162 do not have to complete Stages 1-3 of the GER Core and, while they do need to fulfill Foreign  
 163 Language, Writing, and Pluralism and Diversity Requirements, their Hunter education will be very  
 164 different from students who enter as freshmen.
- 165 3) Transfer students do not take the Orientation Seminar (ORSEM) and some elements, notably the  
 166 library tutorial, might be useful to them.  
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174 Scott Stursa, the new Director of Transfer Services, attended our meeting of April 7, 2007, and  
 175 advised us that he is in the process of collecting data about transfer students and their needs. The  
 176 Committee made several recommendations of issues that deserve his office's attention: the slow  
 177 transfer evaluation process which continues to receive complaints from faculty and students, and the  
 178 TAP requirement of a major after 60 credits which forces students to choose a major when they may  
 179 not be ready to do so.

180  
 181 **Plus/Minus Grading System**

182 The Committee discussed submitting a resolution to the Senate to revise the current system of grading  
 183 but decided against it. We discussed this in great detail, thoroughly, and examined grading policies at  
 184 the other CUNY four year colleges. (They vary across colleges.) The Committee was divided between  
 185 those who wanted change and those who did not; however, the main issue of disagreement was over  
 186 the lack of a C minus grade in the current system. At our meeting of April 24, 2007 the Committee  
 187 reviewed the Senate proceedings when the current system was introduced in 1999, and found the  
 188 arguments made at that time to be much the same as presented among our Committee. Without a  
 189 consensus for change, and no precipitating event to suggest the need to bring this to the Senate floor at  
 190 this time, the Committee decided against doing so.

191  
 192 **Manhattan Hunter High School for Science (MHSHS)**

193 In the Spring of 2006 the Senate voted to grant waivers to the three MHSHS students attending classes  
 194 at Hunter who had exceeded the College's 24 credit limit for non-degree students and following that,  
 195 UAR considered the possibility of changing this rule for MHSHS students. However, the Committee  
 196 decided to table that discussion until we had some information about whether or not these students are  
 197 in fact choosing to attend Hunter College after graduation. (The issue of whether or not these students  
 198 tax the college at all in regard to funding and course availability was also raised but we learned neither  
 199 of these is a problem because the program is separately funded and the courses meet in separate  
 200 sections early in the day when the classrooms are not needed.)

201  
 202 This semester we learned that 20 students of the graduating students of MHSHS who had attended  
 203 Hunter as non-degree students enrolled as freshmen in our 2007 Fall class and that none of these were  
 204 the students who received waivers. We were informed by Susan Kreisman, Principal of MHSHS, that  
 205 now that the high school's program was well in place it would be highly unlikely that future students  
 206 would be able to take more than 24 credits at Hunter given the high school requirements they need to  
 207 fulfill to graduate. The Committee decided it was not necessary at the moment to propose a change in  
 208 the 24-credit limit for non-degree students but will continue to monitor the situation.

209  
 210 **Withdrawal from Class**

211 The Committee evaluated the withdrawal procedure and the revised form initiated in Fall 1999 which  
 212 required a faculty signature and notation by student to specify reason for withdrawal. The form was  
 213 initiated as a temporary measure to collect data on why students withdrew from courses and because,  
 214 as the UAR reported to the Senate in 1999, "lack of instructor notification was viewed...as a serious  
 215 flaw in the current policy."

216  
 217 In May 2004 the UAR Committee chaired by Professor Young reported that it had reviewed course  
 218 withdrawal data from two semesters—Fall 2002 and Spring 2003. Among the conclusions obtained  
 219 from this review were:

- 220 • The vast majority of withdrawals were made for "personal" (as opposed to "academic" or  
 221 "medical") reasons.
- 222 • The majority of withdrawals do not appear to occur because students are explicitly failing the  
 223 course at the time of withdrawal. (NB: This is based on incomplete data because of a common lack of  
 224 reporting on the "grade status" item).
- 225 • While the majority of Ws are requested before the 10<sup>th</sup> week (the official deadline for filing W  
 226 forms), 26% of Ws are requested during the 10<sup>th</sup> week, and 15% of Ws are approved after the 10<sup>th</sup>  
 227 (deadline) week.

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After reviewing this report and finding no further need to collect more data, the current Committee unanimously voted to abandon the form, and has therefore instructed the Registrar to return to the form that was in effect before Fall 1999. The Course Withdrawal Policy itself remains unchanged (see page 72 of the 2007-2010 Undergraduate Catalog.)

The Committee notes that the goal of faculty involvement in a student's decision to drop a course remains a worthy one. Unfortunately, this form did not successfully address that situation. On a related note, the Registrar informed us that beginning January 2008 the web attendance system will issue nightly updates on enrollment and note withdrawals as they occur.

After discussion it was moved that the Senate requests the Undergraduate Academic Requirements Committee to revisit the issue of the C- and D+ grades and present a plan to the Senate.

It was moved that the meeting be adjourned. The motion carried by voice vote and the meeting adjourned at 5:00 PM

Respectfully submitted,

Jill Gross,  
Secretary

## APPENDIX I

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

### Faculty

AFPRL:	Pedro Lopez-Adorno (A)
Biological Sciences	Thomas Schmidt-Glenwinkel (A)
Chemistry	Pamela Mills Namby Krishnamachari (A) "E"
Computer Science	Ioannis Stamos (A)
Curriculum & Teaching	Tony Picciano Laurance Splitter
Economics	Howard Chernick Jonathan Conning (A)
English	Christina Alfar (A) "E"
Film & Media Studies	Tim Portlock (A) Michael Gitlin Peter Parisi
German	Annette Kym (A) "E"
Library	Luis Gonzales (A) "E" Mee-Len Hom Lauren Yannotta
Music	Barbara L Hampton David Capps (A)
Nursing	Elizabeth Simon (A) Leighsa Sharoff "E"
Physics/Astronomy	Ying-Chih Chen (A)
Political Science	Joan Tronto
Psychology	Jeffrey Parsons (A) Peter Moller "E"
Romance Languages SEEK	Monica Calabritto (A) Patricia Martin (A) "E"
School of Social Work	Karun Singh (A) Bernadette Hadden
Sociology	Charles Green (A)
Student Services	Madlyn Stokely Reva Cohen "E"
Urban Affairs	Stanley Moses (A)

### Lecturers and Part-Time Faculty

William Mayer (Classics) "E"  
Aubrey Ewaroo  
Claus Mueller (Sociology)  
Jeffrey Mongrain (Art)  
Stuart Ewen (Film) "E"

### Administration

Conan Freud, VP for Fin&Admin  
Dean Shirley Clay Scott  
Dean Jacqueline Mondros (A)

### Ex-Officio

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

### Students

Tithi Ghosh  
Binu Abraham (Cla/ Honors)  
Jonathan Alexandratos (History)  
Dorothy Wing In Ng (SEEK) "E"  
Tin Thu (Sociol.)  
Theodora Telfort (Economics)  
Ezra Serrar  
Nicole Odom "E"  
Tonia Tiewul (THH)  
Josef Bresko (Honors/Econom)  
Siobhan Cawley (Psych)  
Destimona Anokye  
Renelyn Joy Carino  
Isaiah Negron  
Ho Young Hung (Poli Sci& Sociology)  
Tina Galvez  
Jian Jie Ren  
Alexander Kipp (Grad.Theater)  
Yevgeniy Milman (Math&Stat, Grad)  
Jenny Alcalde (undeclared)  
Ricardo Jute  
Steven Perchikov  
Wanda Anderson  
Sara Reinstein  
Greta Rojas (Psych&Nursing)  
Israel Burns  
Dominitza-Carmen Belecchiu (Grad.Math)  
Joseph Eastman (Poli Sci)  
David Wexler (Poli Sci)

## APPENDIX II

### Report by the President

The following is a summary statement of President Raab's report to the Senate. She said:

Re: Compact

"We have some good financial news in most respects. Yesterday the CUNY Board of Trustees passed a budget request to the State which extends the Compact, and that is very exciting for all of us. To date, Hunter College has received \$8M in new funding from the Compact and the current budget asks for another \$8M for just the next year for Hunter College. As you know, it goes to the Governor's Budget Office, then to the Legislature, and ultimately to the Governor.

In the last two years the \$8M of new dollars that we were allocated has gone to fund forty-one new faculty lines, about seventeen new academic support positions including five in the Library, sixteen new people for the Student Services, thirteen new facilities positions, five new technology positions, and a number of expenditures in both the Library for support and the various departments and facilities throughout the college that have received new equipment and new renovations.

The budget, as I said, is in the Governor's Office and we will be following this. We are optimistic. There is a great support in both the Legislature and by the Governor for the Compact proposition. While we are asking for new funding, we have been asked as a college to come up with our own funding in philanthropy, which we have done every year to meet our match, and also in efficiency and productivity. In the last two years Hunter has contributed \$2M to this Compact effort. The other two pieces in the Compact of where the money comes from is an anticipated enrollment growth CUNY-wide, and also tuition increases. This year the request to the Governor's Office is for a Compact that anticipates an increase of undergraduate tuition for one hundred dollars per semester and \$160 per semester for graduate students.

I do want to re-commit to the student body, as we have done each time that there has been a tuition increase, that we will invigorate our efforts to extend the opportunities for scholarships. There is substantial scholarship money available. We continue to do outreach. We have an array of scholarships and merit scholarships, scholarships based on need, and also substantial amounts of emergency funding. If students are in a particular emergency situation, they should reach out to the Dean of Students Eija Ayravainen, or anyone in her office, for any of those things and seek information.

Re: Capital Campaign

I want to take a moment to update the Senate on where we are in Hunter's Capital Campaign. As many of you remember when we last discussed this, Hunter launched its first Capital Campaign about a year and a half ago, and we set a goal of raising \$50M in new funding. This is private money that we had not previously been bringing in. It is not an annual fund, but actual new gifts. The priorities are the following: scholarships and other types of student support that includes internships. Many of our students would like to take internships to help them for graduate studies and future employment, but are not able to because they cannot give up the income that they would be making working. So, we are doing a lot of subsidizing of internship opportunities. The second category is supporting faculty by recruiting, retaining and supporting them through research grants, travel opportunities, etc. The third priority is various flagship academic programs, some new programs that are coming through and other programs that are being enhanced, and then investment in our facilities and our infrastructure that would include the Library, technology etc.

We have now raised over \$26M of the \$50M goal, and since my last report in March of 2006 we have raised \$14M new dollars. The most exciting news was that for the first time in our history we have broken the million dollar mark and received not one, but two \$2M gifts. The first, is to name the Dean of Arts & Sciences. Shirley Scott is now known as the Harold and Ruth Newman Dean of the School of Arts & Sciences. The second \$2M gift was a bequest for scholarships to be focused on students who are not getting State Financial Aid."

President Raab concluded her report with a PowerPoint presentation of the following slides:

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**The Campaign is focused on four major priorities:**

- Scholarships and other student support
  - Attracting, retaining and supporting extraordinary faculty
  - Developing flagship academic programs
  - Improving facilities and infrastructure
- 

**The Campaign has now raised more than \$26 million.**

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**Two, \$2 million contributions, the first at this level in Hunter College's history.**

- \$2 million to create a permanent endowment for the Dean of the School of Arts & Sciences and to support student participation in civic engagement.
  - A \$ 2 million bequest to create a scholarship fund for students not currently eligible for financial aid.
- 

**Five, \$1 million contributions:**

- \$1 million for an innovative video training program at the School of Education.
  - A \$1 million endowment for scholarship at Hunter's Honors College.
  - \$1 million to name the painting program in the Department of Art.
  - \$1 million to support the MFA in Creative Writing Program.
  - \$1 million to establish an endowed professorship in molecular biology.
- 

**Three contributions at \$500,000 and above:**

- \$500,000 to endow a professorship at the Hunter-Bellevue School of Nursing.
  - A \$500,000 bequest for the Theatre Department.
  - \$500,000 for scholarships for minority and low-income women studying math and science.
- 

**Four gifts at \$250,000 and above, including:**

- \$350,000 from the Skirball Foundation for student support centers in science education; and
  - \$250,000 for a Visiting Artists Program in the Department of Art.
- 

**Sixteen gifts at \$100,000 and above have been received, including support for:**

- Scholarships to students studying math; science and statistics;
  - Support for the new Autism Center
  - Various endowed scholarship funds.
  - The campus Schools Endowment.
-