

MINUTES

Meeting of the Hunter College Senate

25 February 2015

- 1 The 569th meeting of the Hunter College Senate was convened at 3:43 PM in Room W714.
 2
- 3 **Presiding:** Christa Davis Acampora, Chair
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- 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
 8 Senate, and clickers were distributed to them.
 9
- 10 **Report by the** The Chair, Professor Christa Davis Acampora, presented the report as follows:
 11 **Administrative**
 12 **Committee:**
- 13 **b) Approved Curriculum Changes**
 14 The following curriculum changes as listed in the Report dated 25 February 2015 have been
 15 approved as per Senate resolution and are submitted for the Senate's information. Items:
 16 UR-2003 Music (Change in courses) and GR-1034 Music (Change in courses).
 17
- 18 **b) Reminder: Special Meeting scheduled for May 20, 3:30 p.m. in the Lang Recital Hall**
 19 The Chair, Professor Christa Davis Acampora, said the following:
 20 "I wanted to remind you that we have a special meeting scheduled for May 20th. The meeting
 21 will be at the usual time but a different room. We are scheduling it for special reasons. The
 22 Charter requires the new Senate to meet after May 14th. This normally would not matter
 23 because the new Senate can meet in September. However, the Charter is undergoing a review
 24 and we will need to finalize the review at that meeting. The Senate officers will also be
 25 elected at this meeting. The meeting will take place in the in the Lang Recital Hall, room
 26 424HN."
 27
- 28 **Committee** **Undergraduate Course of Study Committee:**
 29 **Report:** Professor Eckhard Kuhn-Osius, Chair of the Committee, said the following:
 30 "My first point is that there will be a few motions that will come to the Senate at its next
 31 meeting. We have been working on several changes that concern Foreign Languages. One
 32 change affects students that are with the office of AccessABILITY. Another change is to give
 33 credit for a 101 without 102, only once. This change already applies to students in the Hunter
 34 Core Requirement. We want this change to apply to all students, including studentthat's who
 35 are in the GER.
 36
 37 My second point is regarding Advance Notices. The deadline for Advance Notices has
 38 passed. If you have Advance Notices, especially new programmatic proposals that require
 39 resources, please send them over. We will, as we can, review these. They do not have to be
 40 formal. The committees will give feedback and provide observations that can help as the
 41 proposal is further developed.
 42
 43 My third point is about news we received from the FDA. The Governor is proposing
 44 requiring experimental learning. It looks like this is referring to internships and study abroad.
 45 This makes us consider the faculty rights to the curriculum. This is currently not a concern to
 46 the committee, but I thought it would be good to inform the Senate. There are still many
 47 questions regarding this matter."
 48
 49
 50
 51

55 The Senate Chair added the following remarks:

56 “The Senate will be hearing from both curriculum committees at its next meeting. They will
57 bring some routine changes to the procedures, and later on a more extensive revision will
58 come back to the Senate. The committees have been working very hard at revising the
59 College curriculum procedures. There is currently a discussion about whether programmatic
60 proposals should have learning outcomes. The Undergraduate Course of Study Committee, in
61 collaboration with the Office of AccessABILITY and foreign language departments, has been
62 working hard on resolving a number of issues and facilitating their progress. On the point
63 about the internships, we distributed a letter at the door. We received this letter from the
64 SUNY University Faculty Senate and the SUNY Faculty Council at Community Colleges,
65 and the CUNY University Faculty Senate. They released this letter to the community.
66 Essentially, this is the Governor’s office adding a graduation requirement. It is presently
67 conceived as mandatory. He is threatening to withhold the budget if it doesn’t pass.”
68

69
70 **Committee on Academic Assessment & Evaluation:**

71 Professor Wendy Hayden, Chair of the Committee, presented the report. She said the
72 following:

73 “This will be a short report. The committee will give a full report later on. The role of this
74 committee is to develop, implement, and review all College policies and procedures related to
75 academic assessment. We also coordinate with other Senate committees on these topics and
76 serve as an advisory board.
77

78 We are currently mapping an assessment plan from this academic year until 2019. Our plan
79 stresses assessment as a faculty driven activity and also talks about deepening our existing
80 practices. The Plan’s purpose is to help guide assessment for the next few years, fulfilling our
81 mission, figuring out the strengths and challenges we are facing, and where we might need to
82 recommend policies and advocate for resources.
83

84 We hope to work with other committees on assessment and hope to show you a draft soon.”
85

86
87 **Nominating Committee:**

88 Professor Jeff Allred, Chair of the Committee, was not able to attend the meeting and has
89 authorized Professor Christa Acampora, Chair of the Senate, to provide the update on behalf
90 of the committee. She said the following:
91

92 “The Committee is meeting this Friday. In the meantime, they responded to the Senate’s
93 directive to add a representative from the division of Sciences and Mathematics to the Ad-
94 Hoc Committee to provide Guidance on By-Laws for the School of Arts & Sciences. Prof.
95 Derrick Brazill agreed to serve. ”
96

97 The updated membership slate was distributed and is below.
98

99 **MEMBERSHIP SLATE FOR AD-HOC COMMITTEE TO PROVIDE GUIDANCE**
100 **ON BY-LAWS FOR THE SCHOOL OF ARTS & SCIENCES**

101		
102	Prof. Tom DeGloma, Sociology	Representative of the Senate Departmental Governance Committee, acting as Chair
103		
104		
105	Prof. Laura Keating, Philosophy	Representative of the Senate Administrative Committee or designee
106		
107		
108	Prof. John Wallach, Political Science	Representative of the Charter Review committee
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110		

- 114 Prof. Sarah Chinn, English Representative of the Faculty of School of Arts &
 115 Sciences
 116
 117 Dean Andrew Polsky Representative of the Office of the Dean of Arts
 118 & Sciences or other administrator
 119
 120 Abdul Rad, THHP and MHC Student Representative At Large to be selected from
 121 among student senators
 122
 123 Derrick Brazill, Biology Representative from Sciences and Mathematics
 124
 125

126 **General Education Requirements Appeals Committee:**
 127 Professor Jennifer Gaboury, Chair of the Committee, presented the report below.
 128

129 **REPORT BY THE GENERAL EDUCATION REQUIREMENTS APPEALS COMMITTEE**

130 **OPTING INTO REQUIREMENTS:**

131 **OPT INTO HCR**
 132 **(PATHWAYS):**

133

134	Fall 2013	153
135	Spring 2014	47
136	Fall 2014	56
137	Spring 2015	7
138	Total	263

139 **STUDENTS OPT INTO**
 140 **GER:**

141

142	2013	46
143	2014	219
144	2015	21
145	Total	286

146 **OPT INTO**
 147 **DISTRIBUTION**
 148 **REQUIREMENT:**

149

150	2009	14
151	2010	24
152	2011	29
153	2012	27
154	2013	17
155	2014	20
156	2015	4

157 **Appeals for students in the GER**

	1A	2A	3B	2E LAB	2C	2B	3A	2D	2E non lab	FL	
2009	1	1	2	0	0	1	0	0	0	1	6
2010	0	0	4	2	1	1	2	0	0	1	11
2011	0	0	0	2	0	1	5	1	0	3	12
2012	0	0	2	2	2	0	2	0	0	1	9
2013	0	1	3	8	2	4	8	1	1	9	37
2014	0	2	9	23	5	2	4	1	4	31	71
2015	0	0	1	0	0	8	0	0	2	6	17

158 **Total Appeals = 163**

159 **Appeals for Students in the HCR (CUNY Common Core)**

	EC	MQR	LP	WC	USE	CE	IS	SW	FL	
2013	0	2	2	0	0	0	0	2	0	6
2014	1	3	6	1	2	1	3	4	2	23
2015	0	1	3	0	0	0	0	1	0	5

160 **Total Appeals = 34**

161 **Appeals for P&D**

	PDA	PDB	PDC	PDD	
2009	30	29	33	4	96
2010	26	32	37	13	108
2011	25	22	23	6	76
2012	36	17	30	4	87
2013	22	17	37	3	79
2014	18	19	33	2	72
2015	0	0	6	0	6

162 **Total Appeals = 524**

166 **Report by the Committee on Charter Review:**

167 Professor John Wallach, Chair of the Committee, presented the report *A Guide for Dealing*
168 *with Upcoming, Proposed Amendments to the Charter for the Governance of Hunter College.*
169 Below is what he said.

170
171 “Shortly after today’s Senate meeting, February 25, 2015, the Committee on Charter Review,
172 which I chair, shall be presenting for your deliberation and decision the first of two sets of
173 proposed amendments to the Charter for the Governance of Hunter College. Our committee
174 has met regularly over the last three semesters to update the Charter and amend it so as to
175 improve the operation of the Senate—the authoritative legislative body of the College.

176
177 Before providing you with particular recommendations, I would like to comment briefly on
178 the nature of the Charter and how to read it. You need to read it in order to assess the merits
179 of our proposed amendments and decide whether and how they should become part of the
180 Charter. With regard to reading the Charter, I want to make four points: one about the
181 Charter in general; one about Senate representation; one about Senate committees; and one
182 about the Senate’s rules for dealing with proposed amendments to the Charter.

183
184 **First.** The Charter is a document that presupposes the significance of shared governance at
185 Hunter College— that is, a power- and authority-sharing arrangement involving the faculty,
186 the administration, students, and staff. It holds that nothing done by each of these groups can
187 be done well without the engagement and voluntary cooperation of the other groups.
188 Everything that we propose is designed to enhance the power, authority, and workings of the
189 Senate as an entity dedicated to shared governance. Now if we always, already knew what
190 “shared governance” meant and collectively as well as unanimously agreed on what that
191 meant, the Committee on Charter Review merely would act as a house-keeping group. But
192 we don’t have such a consensus; nor do we want such. Thus, we will be recommending
193 changes that probably will not be cheered by all. But that’s fine (sort of). Our task in the
194 Committee has been to identify changes that warrant passage and deserve your attention. The
195 rest is up to you. But this does mean that we don’t want you to act ignorantly. You need to
196 familiarize yourself thoroughly with the structure, substance, and fine points of the Charter—
197 a document of approximately eleven pages that can be found on the Hunter College Senate’s
198 website and on the table at the entrance to this lecture hall.

199
200 **Second.** When reading the Charter, note how it is structured. The first seven Articles
201 concern the manner in which the Senate seeks to represent Hunter College as a whole. For
202 example, it distributes membership according to percentages allotted to faculty, students,
203 staff, and the administration. It designates terms of office for Senators and Senate leadership;
204 it stipulates the role of Alternates in relation to regular Senators. We have reviewed this
205 aspect of the Charter with an eye to making the Senate more representative of the current
206 character of Hunter College. We will be suggesting some minor changes in the structure of
207 representation. But these recommendations are likely to be controversial, as they directly
208 concern the makeup of the Senate— who gets to be in and who not. For examples of the
209 difficulties we need to address, note the following: graduate students comprise a larger
210 proportion of Hunter, but they tend not to come to Senate meetings. Undergraduate students
211 are well represented in the structure of the Senate, but their attendance of Senate meetings
212 also is low. The effect of these realities may inhibit the Senate’s ability to act. Because of the
213 inevitably controversial character of whatever our committee decides to recommend on the
214 issue of representation, we plan to place our recommendations on the issue in our second set
215 of amendments.

225 **Third.** Article VIII is the longest article in the Charter. It describes the makeup and
226 functions of the Senate's Committees. Since the Charter was last revised, in 2006, several
227 new committees have become Standing committees of the Senate but do not appear in the
228 Charter. Currently, the Senate has 18 Standing committees and 4 Select or Special
229 committees. These committees have the responsibility to involve the Senate in college
230 admissions policy; college budgeting; college planning, etc. While the leaders and members
231 of these committees have all done their jobs well, committee functions have not always been
232 exercised to their full potential. In our first set of recommendations, we aim to include the
233 new committees in the Charter, remove those that have virtually disappeared, and enhance the
234 operation of all the committees – without presuming to step on the actual work of the
235 committees, which is best done by the committees themselves. After today's meeting, we
236 shall distribute recommendations that address the parts of the Charter devoted to committees,
237 along with some technical changes designed to align Charter language with the actual
238 institutional composition of Hunter College. Not long after, these recommended amendments
239 will be made public and available to every segment of the college in what is called the "first
240 reading" of any proposed amendment to the Charter.
241

242 **Fourth.** This leads to my fourth and final point, which concerns the stipulated procedures for
243 adopting changes to the Charter. The Charter is very specific about how amendments to it
244 may be made. ANY amendment requires THREE readings. What is the timetable for these
245 readings? FOURTEEN DAYS BEFORE the FIRST READING of any proposed amendment,
246 that amendment must be distributed in writing to all Senators. Thus, you will receive our first
247 set of amendments by tomorrow mid-day, so their FIRST READING can occur at the Senate
248 meeting of March 11. On March 11, we would like there to be discussion of any proposed
249 amendment, but there will be no vote on any amendment. TWENTY-SEVEN days then must
250 pass before the SECOND READING of any amendment. So any amendment initially
251 presented on March 11 may have its SECOND READING on April 15, at which time the
252 amendments can be amended and whatever is accepted as voteworthy is then voted upon. An
253 amendment passes the second reading, according to the current Charter, ONLY IF 3/4 of the
254 Senators present and voting approve the amendment. We plan to introduce a second set of
255 amendments for their first reading on March 25 and a second reading on April 29. A THIRD
256 READING is necessary for any amendment to become official, and it must take place in an
257 initial meeting of the newly convened Senate— which typically is after May 14. This year,
258 however, the first meeting of the new Senate is scheduled for May 13, so the Administrative
259 Committee has called for a special Senate meeting on May 20. Then, whatever amendments
260 in Set #1 and Set #2 have passed the Second Reading will be finally voted on for actual
261 adoption. Approval of amendments at that meeting occurs if 3/4 of those present approve
262 them by written ballots. Although the Committee on Charter Review has met regularly and
263 worked diligently, the amendments presented in two batches this semester do not necessarily
264 exhaust the amending process that we began about one year ago. The process is ongoing.
265

266 The Committee on Charter Review has tried to compose its recommendations in the leanest,
267 clearest format. Obviously, anything we recommend to the Senate is something we would
268 like the Senate to pass, and pass this semester. But what the Senate does with what we
269 recommend is up to you. Thank you for your time and attention."
270

271 **Report by the**
272 **President and**
273 **Provost:**

Report regarding the response to the Periodic Review Report:

President Raab said the following:

274
275 "We received an excellent response from the accreditors for the Middle States Commission
276 for Higher Education. This was the 5 year, mid-point review. I want to thank so many of you
277 here and throughout the College who worked very hard for this report. This was an incredibly
278 productive process, and was effective in representing the wonderful progress we have made in
279 the last five years.
280

284 The respondents gave supportive feedback on the two major recommendations they made five
285 years ago.

286
287 The first was that we had a strategic plan. They commended us on the quality of the plan and
288 the way we had begun to implement it and used it to inform our decisions. They pointed to a
289 number of examples: we created a research culture, we created interdisciplinary
290 opportunities, we are working on partnerships to support College endeavors, and we are
291 working together to support faculty research and student opportunities. We have been doing
292 this while facing a number of challenges, including Hurricane Sandy. At the same time, we
293 have been implementing CUNYFirst and the new Hunter Core Requirement.

294
295 The second major part of the feedback was on the progress we have made in assessment.
296 There are two kinds of assessments that Middle States is focusing on: institutional
297 effectiveness and assessment of student learning. Middle States recognized our progress in
298 both areas. This was a culture change for Hunter College. We have all had to understand the
299 challenges of assessment and accountability. We have embraced this and begun to implement
300 it in many levels. There is still a lot of work to do, but we took a giant leap forward.

301 The reviewers mentioned a few other things. Our enrollments and finances are strong. That
302 is not the case in our sister schools. They found evidence that we are using our budget
303 process to connect with our strategic priorities. They recognized the importance of private
304 fundraising and our success in that area. They could see our priorities clearly and that we
305 have backed them with the financial support needed to move ahead. This is an interesting
306 change for Middle States because they had not talked about philanthropy and private funding
307 before.

308
309 This alignment between planning and budgeting, focusing on student success, focusing on
310 research, and our desire to be a community that communicates and includes many voices was
311 recognized throughout the report.

312
313 We came through this challenging period with a report that reflects the sound condition that
314 we are in. I thank all of you and invite you to give a round of applause to the person that
315 made this all possible, Provost Vita Rabinowitz.”

316
317 **Provost Vita Rabinowitz presented her report. Below is a summary of what she said.**

318
319 “I want to thank the community because this was, indeed, a community-wide effort.

320
321 We are delighted to be fully re-accredited, and that we don’t have to write progress or
322 monitoring reports and to have a reprieve before our next evaluation, which is scheduled in
323 2018-2019. But as President Raab said before, there is still much work to be done.

324
325 I do hope you take the time to read the Periodic Review Report (PRR) and to look through the
326 responses we received. I want to focus our attention on a few critical areas. We must get to
327 work right now to achieve what we need to achieve and to get where we want to go. If we
328 start now, we can do this right.

329
330 There are three recommendations in the commission’s response to Hunter College. In the
331 world of Middle States, recommendations are not suggestions or observations- they are
332 commands that we must respond in our next Middle States action.

333
334 1. That we design and implement a College-wide assessment plan with input and support
335 from Hunter College Senate and faculty, including adjuncts. The Senate Committee on
336 Academic Assessment and Evaluation is considering such a plan. They are designing one. It
337 will be presented for the body’s approval and there will be consultations. We have not had a
338 fully approved, College-wide assessment plan in our history. The work there is ongoing. We
339 need the support of faculty, adjuncts, and the Hunter College Senate.

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2. We must demonstrate achievement of programmatic learning outcomes. We are all familiar with course learning outcomes. We now have to specify learning outcomes for all of our academic programs, whether they be majors, minors, and certificates, undergraduate and graduate, accredited programs and non-accredited programs. We need to specify the learning goals and specify where in the curriculum such goals are being addressed, and how we are going to assess our achievement of those goals.

3. Demonstrate the use of assessment information to improve teaching and learning. It is not enough that we make assessment. The question is what we do with the results when we have them. We can only hope we make needed reforms. Colleagues, many of us have been doing assessment for many years. No one is looking to interfere and punish or reward with this information. We hope you ask the questions and decide what to do amongst yourselves when you get the answers. This is what faculty driven assessment is, this is what Middle States calls for and this is what we support.

Design an implementation plan, demonstrate achievement of programmatic learning outcomes, and demonstrate the use of assessment information to improve teaching and learning.

In the meantime, Middle States has also issued new standards of excellence. No longer will we be held accountable for the 14 existing standards of excellence. Now there are 7 standards. But they have raised the bar on what assessment means and what assessment must take place. I will put out a spotlight on standard 5. Standard 5 Education Effectiveness Assessment says:

“Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals with their program study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.”

Then the first Criterion says:

“Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experience, and with the institution’s missions.”

This is the first time that Middle States has called explicitly for institution and program level goals. As President Raab said, this compels us to begin an important conversation that many of you are already having. What are the goals of a Hunter College undergraduate education? What do we expect Hunter graduates to be able to do? What competencies, abilities, skills, knowledge do we expect Hunter graduates to have? We achieve these goals through general education, majors, minors, college options, elective credits, and the experience of being at Hunter College. We have the luxury of time to formulate these goals. We also have a lot of guidance because many great institutions are already busy with this work. We need to start now if an institution like Hunter wants to do this right and if we want to be successful in four years, when we write our next report.

I would like to give you a little more guidance on the skills and competencies Middle States is expecting us to be responsive to. They would like us to set goals with respect to oral and written competencies, oral and written communications, scientific and quantitative reasoning, critical analysis and reasoning, technological competencies, and information literacy. Again, what goals we specify is up to us. That we specify the goals, that we suggest how we reach those goals within our curricula, and that we continually assess and improve our teaching to improve our student learning are non-negotiable. We will be talking about this for years to come. Middle States also requires, as an undergraduate liberal arts institution, we feature a curriculum that is of sufficient scope to draw students into new areas of intellectual inquiry, to

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402 expand cultural awareness, global awareness, and global competency, and that we help our
403 students make more reasoned judgments about the world.

404
405 We will begin this journey together. We can only move forward together. We will need the
406 full partnership of the Hunter College Administration, The Hunter College Senate, academic
407 departments and disciplines, and other units, such as the Office of Assessment and ACERT.

408
409 I will end by saying that while we did well in all the ways that matter, the state of institutional
410 assessment and effectiveness is not where we want it to be. In 2009 when Middle States
411 visited us, less than 20% of our departments had programmatic learning goals and were doing
412 assessment. Five years later, in 2013, between 35% and 40% had programmatic learning goals
413 and were doing some assessment. That is less than half. While professional schools are far
414 head, they also need improvement.

415
416 We have a lot of work to do in the department and program level, and also as a college. Most
417 of us are here because we treasure Hunter College. There are resources available. Let us
418 learn together. We welcome your participation.”

419
420

421 **Old Business: Report by the Ombudsman is in Appendix II.**

422
423 **New Business: Greetings from William Lim, President of the Alumni Association at Hunter College**

424 “The Alumni Association has an ex-officio seat at the Senate. Some years we have been able
425 to attend the Senate, and on some other years not. It is interesting to be able to come and see
426 what’s going on in terms of governance. Going back to Middle States and assessment, I can
427 say that college education is a prestige that students work very hard to earn. Enhancements to
428 the curriculum and to student affairs that are decided upon here have a direct impact on the
429 alumni. Greater student satisfaction leads to happy alumni. Also, better educational
430 outcomes, as relates to Middle States, have a direct impact on the perceived value of a Hunter
431 College degree and its work force. On behalf of the Alumni Association, this work is
432 valuable and is appreciated.

433
434 I also wanted to invite you to the Alumni Association luncheon, which is on May 16th. This is
435 a Saturday. All faculty members are welcome to attend. This year, we will invite President
436 Raab. We hope that she will attend.”

437
438
439 Due to the late hour, it was moved that the meeting be adjourned. The motion carried and the meeting
440 adjourned at 5:18 PM.

441
442 Respectfully submitted,

443
444
445
446
447 Manu Bhagavan
448 Secretary
449

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	
	Denis Milagros	(A) A		Verna Segarra	A	
	Edgardo Melendez	(A) X		Rob Thompson	(A) A	
Anthropology	Jacqueline Nassy Brown	X	Medial Laboratory Sciences	Patrick Burke	(A) E	
	Ignasi Clemente	(A) X		Shahana Mahajan	A	
Art & Art History		(A)		Robert Raffaniello	(A) X	
	Malik Gaines	X		Dean Johnston	(A) X	
	Wen-Shing Chou	A	Music	Jewel Thompson	A	
Carrie Moyer	(A) X	Maura Donahue		(A) X		
Nebahat Avcioglu	(A) X	Catherine Coppola		(A) X		
Biological Sciences	Derrick Brazill	X	School of Nursing	David Keepnews	X	
	Shirley Raps	X		Christine Anne Ganzer	X	
	Paul Feinstein	(A) A		Lorraine Brynes	(A) A	
	Maria Pereira	(A) X		Anita Nirenberg	(A) A	
Chemistry	Akira Kawamura	A	Philosophy	Justin Gerson	X	
		0 (A)		Omar Dahbour	(A) X	
Classical & Oriental Studies	Gabriela Smeureanu	(A) A	Physics & Astronomy	Laura Keating	(A) A	
	Joanne Spurza	X		Marilyn Rothschild	A	
	Chris Stone	(A) A		Kelle Cruz	(A) A	
Computer Science	Larry Kowerski	(A) A	Political Science	Ying-chih Chen	(A) X	
	Lei Xie	A		Leonard Feldman	X	
	Saad Mneimneh	(A) X		John Wallach	(A) A	
Curriculum & Teaching	Feliza Vasquez-Abad	(A) X	Psychology	Charles Tien	(A) X	
	Nadine A. Bryce	A		Joseph Lao	A	
	Jason Wirtz	X		Roseanne Flores	A	
	Stephen Demeo	(A) X		Brooke Wells	(A) X	
Economics	Ben Shuldiner	(A) X	Physical Therapy	Jason Young	(A) E	
	Timothy Goodspeed	X		Herb Karpatkin	X	
Educational Foundations				Tom Holland	(A) X	
	Avi Liveson	(A) X			(A)	
	John Li	(A) X	Romance Languages	Monica Schinaider	X	
	Stephaney Morrison	A		Rolando Perez	(A) X	
	Veronica Muller	(A) X			(A)	
John Keegan	(A) X	School of Social Work	Juan Pena	X		
Leigh Jones	X		Mary Cavanaugh	X		
Sarah Chinn	A				(A)	
Film & Media Studies	Jeff Allred	(A) X	Sociology	Ize Earner	(A) X	
	Stephen Wetta	(A) A		Mark Halling	X	
	Bill Herman	A				(A)
	Ricardo Miranda	A		Mike Benediktsson	(A) X	
Geography	Joseph McElhaney	(A) A	Special Education	Nilofer Naqvi	X	
	Larry Shore	(A) A		Elissa Brown	(A) A	
	Haydee Salmun	A				(A)
German	Jochen Albrecht	(A) A	Speech-Language Pathology and Audiology	Susan Wortsman	A	
				Don Vogel	(A) X	
	Lisa Marie Anderson	X		Elizabeth Galletta	(A) E	
	Eckhard Kuhn-Osius	(A) X		Dong Shin Chang	0 A	
History	Elke Nicolai	(A) A	Theatre	Mia Rovegno	(A) X	
	Daniel Margocsy	A		Deepsikha Chatterjee	(A) X	
	Manu Bhagavan	(A) X		Jill Simone Gross	A	
Library	Rick Belsky	A	Urban Affairs	Stanley Moses	(A) X	
	Mee' Len Hom	A				(A)
	Sarah Ward	A		School of Urban Public Health	Franklin Mirer	X
	John Pell	(A) A			Brian Pavilonis	(A) A
	(A) A	Women & Gender Studies	Jennifer Gaboury	A		
Danise Hoover	(A) A		Rupal Oza	(A) X		
			Catherine Raissiguier	(A) A		

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25 February 2015**

Students

Denise Bolognino	X
Maria Pia Sifuentes	A
Robert Revzin	X
David Ascienzo	X
Stephanie Barragan	X
Abdul Rad	X
	0
Kidus Gebrekidan	X
Christine Hirt	A
Jonathan Ayala	A
Ariela Hazan	X
Emily Skoutelas	X
Jasmine Parham	X
Michelle Zak-Strzalka	X
Jason Sloan	A
Sajda Waite	X
James Stanton	X
Eamon Pickard	X
Victoria Hughes	X
Shawn Rafeey	A
Andy Lall	X
Jonah Garnick	X
Benedict Joson	A
Nishat Tabassum	X
Asad Mannan	A
Roman Povolotskiy	X
Brandon Alexander	X
Pascal Maguin	X
Christopher Lai	X
Abraham Gutman	X
Tamzeed Rahman	X
Javier Picayo	X
Ashley Wong	E
Maria Rodriguez	X
Joseph Lipari	X
Maria Rodriguez	X
Sheana Budhoo	X
Anastasiya Matreyenko	X
Stephany Garces	X
Christian Ribeiro	X
Genesis Smith	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) A
Mathematics & Statistics	Bill Williams	X
	0	0
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
THHP	Sarah Jeninsky	A
Mathematics & Statistics	Barbara Barone	X
Classical & Oriental Studies	Elizabeth Beaujour	A
Film & Film	Gustavo Mercado	X
Economics	John Li	X
Music	Catherine Coppola	X
Philosophy	Christa Acampora	A
SEEK	Sunday Coward	X

Ex-Officio

President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	William Lim	A
President, HEO Forum	Agustin Pita	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:

Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Giancarlo Bonagura	X
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
School of Education	Dean David Steiner	A
School of Social Work	Dean Jacqueline Mondros	X
School of Nursing	Dean Gail McCain	A

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	X
Program in Religion	David Cereguas	A
Religion	Barbara Sproul	X

APPENDIX II

OMBUDSPERSON REPORT FOR FALL 2014

Concerns mostly centered around 5 main issues:

1. Academic Freedom, both from faculty and students
2. Grading Issues
3. Financial Aid Issues
4. Mistreatment of one sort or another, disrespect, miscommunication, breach of contract, bullying
5. Student Rights in Hearings

Contact methods: email, phone, walk-in.

Return visits: about ½ came back or communicated more than once.

	Fall 2014-now	2013/2014	2012/2013	2011/2012
Students	12	63	62	68
Faculty	7	3	11	3
Parent/Relative	0	0	4	0
Administrator	0	0	1	0
Senior Auditor	1	0	0	0
Other	0	0	0	0
Totals	20	66	76	69

What I found:

Senior Auditors are NOT considered students. Most auditors do not know this until they have a problem. Only then is it clear that Student Rights do not apply to them although Student Responsibilities do.

Students are unclear about their Rights when it comes to charges of Plagiarism. They are, of course, given clear information AFTER they meet with the school's Discipline Officer; but, going in, they are anxious and unsure.

Grade Appeals: Students are more knowledgeable about their rights when it has to do with Grade Appeals but they are afraid to file appeals if they are majoring in a particular discipline and the faculty member they will file against is in that discipline.

Mistreatment: Students often believe they are being treated unfairly by some faculty. This treatment, they believe, is based on race, gender or sexual orientation. Students are often not aware of their rights in relation to this.

Academic Freedom: Issues mostly have to do with governance or free speech issues.

Based on this small sample and my knowledge of how Hunter 'works,' I have discussed with the Administrative Committee the idea of reviving an earlier Council: Ombudsman's Advisory Council (existed in 1977). I have asked Prof. Roseanne Flores in Psychology to head that Council. We will look at the general issues and make decisions that may result in referrals to certain standing Senate committees or informational links on an Ombudsman website. We would like to make Hunter a more user-friendly place for all community members.

Respectfully submitted,

Prof. Sandra Clarkson
College Ombudsman