

MINUTES
Meeting of the Hunter College Senate
12 May 2010

1 The 516th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.

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3 **Presiding:** Sandra Clarkson, 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,
8 and clickers were distributed to them.

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10 **Report by the** The following is a summary statement of President Raab's report to the Senate: She said:
11 **President:**

12 "I think many of you have followed that one of our own family members from the Hunter High
13 School class of 1977, Elena Kagan, has just been nominated for the Supreme Court. Her mother
14 received her teaching degree at Hunter College and went over to Hunter Elementary and became
15 the most beloved Elementary School teacher in the history of Hunter Elementary. Her younger
16 brother also attended Hunter Elementary and High School and is a Distinguished Social Studies
17 teacher there. It is a wonderful family story, and she is very devoted to the Hunter community.

18
19 Two happy events are forthcoming. The Faculty Awards celebration of faculty achievements on
20 May 24th, and then after the next Senate meeting we will be having a celebratory toast upstairs in
21 the President's conference room. I hope that everyone has that on their schedule.

22
23 Most of you have been following the fact that the Governor and the State Legislature have decided
24 to address a \$250M gap in labor cost by creating a mandatory furlough program for next week, the
25 week of May 17th to May 21st, for all executive branch State employees, which includes most
26 CUNY employees. It does not include people on the RF payroll on the Federal grant. Full-time
27 employees on the State Tax Levy budget will be required to take a day off next week for which
28 you will not be paid. This program has been imposed upon us and we must follow the rules that
29 have been put forth by the State and interpreted by the CUNY Administration. Everybody will
30 have on their e-mail within the next half-hour or so all of the details including frequently asked
31 questions and a very detailed explanation of the furlough rules. What I really want to say to the
32 community is that we understand that next week is exam week. Exams are going to go forward at
33 Hunter College together with the services that students need, including having faculty and proctors
34 in the rooms. Food service, Library, Student Advising, Counseling, and other support will be avail-
35 able. CUNY has suggested that to the extent possible most people aim to take Friday, May 21st as
36 the furlough day, and we will follow that, but only if it does not prevent students from having
37 exams. For example, we are working with Clay Williams in the Library to make sure that the
38 Library is staffed so students can study and retrieve materials, etc. We will stagger all of the
39 support staff in the school so that students can be supported, and Vita will be working with all
40 faculty to make sure that exams are given as scheduled next week. Teaching adjuncts are not
41 affected by this furlough and will be giving exams as scheduled. Faculty are being asked to give
42 exams as scheduled, if it is on a Friday, we are asking you to give the exam that day and take
43 another day off that week. So, all paychecks will be adjusted. This furlough program right now is
44 scheduled for one week, but it is not impossible that the Governor will do it again. Various unions
45 have challenged the furlough, and there are court cases pending in both State and Federal court. It
46 may very well be that at some point Friday or Saturday or Sunday you will receive information by
47 e-mail that furlough is not in effect, but right now it seems most prudent for all of us to plan for
48 what the Governor and the Legislature have passed which is the mandatory furlough. As I said,
49 our real focus right now is to ensure that all students are able to take their exams and have the
50 support around them to finish their course work this year. The campuses will remain open all days
51

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56
 57 next week, and all administrative personal will be scheduled so that we will be able to keep the
 58 campuses open.

59
 60 President Raab yielded the floor to Chief Operating Officer Len Zinnanti who added:

61
 62 “Furlough days and hours for part timers cannot be made up in the future, they are very clear
 63 about this. It cannot be substituted with annual leave, or sick leave, or medical leave, or maternity
 64 leave, or sabbatical leave. There will be no reduction in annual leave and sick leave or health
 65 benefits, which is very important especially for part timers who will have to go below the 20 hours
 66 a week. Teaching graduate assistants are excluded as are adjuncts, and they will not be
 67 furloughed.”

68
 69 He yielded the floor to President Raab who continued:

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 71 “Check your e-mails. If the furlough program is implemented, we as Administration are looking
 72 towards providing no-interest loans and other kinds of support because we understand that for all
 73 of us this is a hardship and for some people it could be a particular serious hardship. We want to
 74 make sure that we are here to help support people. The furlough week will not cover the \$250M
 75 gap in the State budget, and we hope that the Legislature and the Governor will come up with
 76 alternative ways to deal with the State budget problems.”

77
 78 **Report by the**
 79 **Administrative**
 80 **Committee:**

The Chair presented the report as follows.

81 Professor Clarkson moved for a change in the agenda to add the Resolution regarding the new School
 82 of Public Health, as distributed , to agenda item 6 New Business. The motion carried by voice vote
 83 with no dissent.

84 **Approved Curriculum Changes**

85 The following curriculum changes as listed in Parts I and II of the report dated 4/21/10 were approved
 86 as per Senate resolution, and were submitted for the Senate’s information: Items GS-840 SCHOOL OF
 87 HEALTH SCIENCES (Letter of Intent for an Advanced Certificate in Medical Laboratory
 88 Technology), GS-833 CURRICULUM & TEACHING (Changes in a Degree Program: TESOL MA
 89 Program 1, 2, and 3), GS-838 CLASSICS/CHINESE (Changes in a Degree Program: MA in Teaching
 90 Chinese, Grades 7-12).

91
 92 **Committee**
 93 **Reports:**

Mellon Project Special Committee to Review the GER

94 Professor Clarkson presented the Report dated 12 May 2010 “Revised Pluralism & Diversity
 95 Requirement.”

96 At 4:10 PM it was moved that the Senate dissolve itself into a quasi committee of the whole for 20
 97 minutes of informal discussion. The motion carried by voice vote without dissent.

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 99 The Senate reconvened in formal session at 4:35 PM.

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 101 The following resolution was on the floor.

102
 103 **RESOLUTION**

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 105 1) BE IT RESOLVED, that students choose one course from each of the following areas:

106
 107 Group 1: Courses on non-European societies, particularly those of Africa, Asia, Latin
 108 America, or indigenous to the Americas

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 110 Group 2: Courses on the construction of group identities within the U.S.

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 112 Group 3: Courses addressing issues of gender and/or sexuality,
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AND,

- 2) BE IT FURTHER RESOLVED, that the following new certification criterion be established:

In order to be eligible to satisfy the Pluralism & Diversity Requirement a course must focus on at least two of the following areas and syllabi must have articulated learning outcomes that address these foci:

Global Society: Analysis of historical and on-going transnational movements of cultures, products, services, people, or ideas that unevenly cross geographic and political borders.

Intellectual and Cultural Constructions: Historical and critical analysis of the development of race, gender, class, sexuality and other social formations.

Pluralism: The many sets of values that stem from different cultural or societal norms, and the issues in governance, economy, social structure, and politics that result when these values intersect and/or conflict.

AND,

- 3) BE IT FURTHER RESOLVED, that every course currently satisfying the Pluralism & Diversity Requirement must be re-evaluated under the new certification criterion in order to be eligible for the Pluralism & Diversity Requirement.

AND,

- 4) BE IT FURTHER RESOLVED, that the new Pluralism & Diversity Requirement be implemented as soon as feasible, and that the Undergraduate Course of Study Committee be requested to establish procedures for implementation as soon as possible.

AND, FINALLY,

- 5) BE IT RESOLVED, that the catalog language be changed as follows:

FROM:

Pluralism and Diversity Requirement

The growing interdependence of the world's political, economic, and cultural relations, along with the increasingly diverse character of the American citizenry in general and the students of Hunter College in particular, make it imperative that Hunter undergraduates be exposed to a wide range of intellectual traditions, perspectives, and concerns arising from all corners of the globe. The emergence of sizable bodies of scholarship in recent decades reflecting that intellectual array makes it important for Hunter to present them as an integral part of the education of its undergraduates. Accordingly, all students, including transfer students, who entered Hunter College in the fall 1993 semester or later are required to complete 12 credits in designated courses that address issues of pluralism and diversity before graduating from Hunter College. Students choose three credits from each of the four groups below. Work done at other colleges may be counted towards the pluralism and diversity requirement. When a student is given course equivalence for a course that counts towards pluralism and diversity, that student will also be deemed to have met the corresponding pluralism and diversity requirement, except that for BIOL 100/102 and BIOL 100/160, students must see the department to receive pluralism and diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core Requirement or the courses necessary for a major or minor area of study.

Note: While some courses may be listed in more than one group of the requirement, students will be able to apply such courses to only one of the four areas.

Group Credits Group or Societal Focus

A 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of

non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas.

B 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, immigrant experiences, and/or intellectual traditions of one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans.

C 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of women and/or issues of gender or sexual orientation.

D 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of Europe, including the ways in which pluralism and diversity have been addressed.

TO:

Pluralism and Diversity Requirement

The complexity of today's society requires understanding and appreciating the diversity of the world's cultures, languages, and traditions. Hunter's Pluralism and Diversity requirement focuses on practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, experiences, and/or intellectual traditions of societies and groups from both within and outside of the United States.

The Pluralism and Diversity requirement is intended to give Hunter students sufficient academic background so that they will be able to:

- recognize that educated people do, and must, engage with diverse cultural traditions
- recognize that there are multiple intellectual traditions
- grapple with issues in society that arise because of differences in intellectual traditions or out of conflict between groups

Group or Societal Focus, 9 credits

Students must take at least three credits of coursework from each of the following three groups:

Group A: Courses on non-European societies, particularly those of Africa, Asia, Latin America, or indigenous American societies

Group B: Courses on the construction of group identities within the U.S.

Group C: Courses addressing issues of gender and/or sexuality

Work done at other colleges may be counted towards the Pluralism and Diversity requirement. When a student is given course equivalence for a course that counts towards Pluralism and Diversity, that student will also be deemed to have met the corresponding Pluralism and Diversity requirement, except that for BIOL 100/102 and BIOL 100/160 students must see the department to receive Pluralism and Diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core Requirement or the courses necessary for a major or minor area of study.

After discussion Professor Kuhn-Osius moved that the catalog wording be changed to read as follows:

Pluralism and Diversity Requirement

While the undergraduate course of study leading to a degree from Hunter College is firmly rooted in the mainstream of the Western intellectual tradition, the complexity of today's society requires

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understanding and appreciating the diversity of the world's cultures, languages, and traditions. The Pluralism and Diversity requirement is intended to give Hunter students sufficient academic background so that they will be able to:

- recognize that educated people do, and must, engage with diverse cultural traditions
- recognize that there are multiple intellectual traditions
- grapple with issues in society that arise because of differences in intellectual traditions or out of conflict between groups.

The courses that meet Hunter's Pluralism and Diversity requirement are meant to expose students to practical and/or theoretical issues that emerge from, are reflected in, or are principally derived from intellectual or cultural traditions not commonly considered part of the main-stream Western tradition. In dealing with such traditions, the courses take into account the historical conditions, perspectives and experiences in which such traditions have arisen and of which they are a part. Courses fulfilling the Pluralism and Diversity requirement may concern themselves with many topics, such as artistic, economic, geographic, literary, political, scientific or social questions and phenomena.

Group or Societal Focus, 9 credits

Students must take at least three credits of coursework from each of the following three groups:

Group A: Courses on non-European societies, particularly those of Africa, Asia, Latin America, or indigenous American societies

Group B: Courses on the construction of group identities within the U.S.

Group C: Courses addressing issues of gender and/or sexuality

Work done at other colleges may be counted towards the Pluralism and Diversity requirement. When a student is given course equivalence for a course that counts towards Pluralism and Diversity, that student will also be deemed to have met the corresponding Pluralism and Diversity requirement, except that for BIOL 100/102 and BIOL 100/160, students must see the department to receive Pluralism and Diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core Requirement or the courses necessary for a major or minor area of study.

The question was called and carried.

Voting by clickers produced the following results: 48 in favor, 6 opposed, and 7 abstentions.

Professor Stapleford who had voted against the resolution moved that the motion be reconsidered since the voting results indicated the will of the body. The motion carried by voice vote with no dissent.

Voting by clickers produced the following results: 51 in favor, 3 opposed, and 3 abstentions.

The motion carried and the amendment became part of the main motion on the floor.

After brief discussion it was moved that the report be recommitted. The motion carried by voice vote.

**Report by the
Ombudsman:**

Professor Bill Williams, Ombudsman of Hunter College, presented the following report:

In broad categories, the numbers of cases presented to the Ombuds Office during the academic year 2009/2010 are given below.

WHO Came?

Graduate Students	12
Undergraduate Students	32
Faculty	8

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308	Staff	0
309	Parent/Relative	1
310	Community	0
311	Administrator	0
312	Other	0

313
 314 This year was busier than the previous year, and as might be expected, there were both similarities
 315 and differences from 2008/2009.
 316

317 Overall, the total number of cases was 53, up somewhat from last year (39). It is difficult to assign
 318 reasons for this. Were we collectively unhappier this year? Was I just more available? And how
 319 should we interpret the zero categories? Clearly there is a selection process involved, and any such
 320 attempt at interpretation would be speculative at best.
 321

322 The number of undergraduate students remained the same as last year, but the number of graduate
 323 students rose from three to twelve. When I reviewed these graduate cases, there did not seem to be
 324 anything different about them this year. There were just more of them.
 325

326 The number of faculty with issues also rose, from three to eight. Interestingly, all eight were
 327 women members. Again, the reasons for this are not clear.
 328

329 What about the disposition of these cases? More than half of them involve the application of
 330 Hunter rules that the person was unaware of, or just thought was unfair. Some of these people left
 331 still unhappy.
 332

333 Last year, I made some general remarks about ombuds offices, noting that these offices are any-
 334 thing but standardized. Many are one-person offices and others have big staffs, including in some
 335 cases, attorneys. Some officers have real power; some do not.
 336

337 So what about Hunter? Our Ombuds Office is one person within the Senate, with really only the
 338 power of persuasion, and this for the most part, is sufficient. Hunter compares very favorably with
 339 most other schools in support for its students. The list of available functions in Student Services is
 340 long, and in addition, there are many other sources of support at Hunter. Overall, things seem to
 341 work quite well and are not in need of any major changes.
 342

343 However, the information available to the students (and faculty) seems to be somewhat
 344 decentralized and is a small mystery to many of us. Consequently, we have begun discussions to
 345 see if we can improve the ease of information availability.
 346

347 **New Business: Resolution Re: Hunter College School of Public Health**

348 Professor Phil Alcabes presented the following resolution for Senate endorsement. The resolution was
 349 unanimously approved by the faculty of the School of Health Sciences and the faculty of the School of
 350 Public Health at their meeting today.
 351

352 RESOLUTION REGARDING ESTABLISHMENT OF THE HUNTER COLLEGE
 353 SCHOOL OF PUBLIC HEALTH AS AN INDEPENDENT SCHOOL WITHIN
 354 HUNTER COLLEGE.
 355

356 RESOLVED, that the Hunter College School of Public Health shall be established as a sepa-
 357 rate unit within Hunter College with a Dean and with all of the attributes and responsibilities
 358 of a school at Hunter; and be it further
 359

360 RESOLVED, The Dean of the City University of New York (CUNY) School of Public
 361 Health at Hunter shall serve as Dean of the Hunter College School of Public Health; and be it
 362 further
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RESOLVED, that the first and second resolutions written above shall become effective on the date that By-laws for the School of Public Health receive final approval from all necessary bodies.

RESOLVED, that the Dean shall work with the Public Health faculty to recommend any changes to organizational structures within the School appropriate to preserve the School's representation in College governance bodies and procedures and to ensure that the By-laws of the School of Public Health reflect its new status and structure; provided that any such changes that require approval of the Board of Trustees shall be submitted to the Board for approval prior to implementation, and be it further

RESOLVED, that until such time as revised procedures are adopted pursuant to the foregoing resolution all procedures shall continue to be governed by the procedures adopted by the Board, effective July 1, 1997

RESOLVED, with the understanding that the clinical programs that make up the School of Health Sciences after the date of this resolution are in a transition process that is expected to be resolved by June 2011, until such time as revised structures are determined and corresponding procedures are adopted, the clinical programs of the School of Health Sciences shall continue to be governed by the procedures adopted by the Board, effective July 1, 1997 including appointments, reappointments, promotions and other matters currently within the purview of Committees on Personnel and Budget.

RESOLVED, that any inconsistent provisions of the resolutions of this Board of June 23, 1997, December 18, 1978 and June 17, 1974 and June 20, 2008 be superseded.

After discussion the question was called and carried.

The resolution was unanimously approved by voice vote.

It was moved that the meeting be adjourned. The motion carried by voice vote and the meeting adjourned at 5:20 PM.

Respectfully submitted,

Philip Alcabes,
Secretary

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APPENDIX I

The following members were noted as absent from the meeting:

Faculty:

Africana&PR/Latino Studies Pedro Lopez-Adorno (A)
 Edgardo Melendez (A)"E"

Anthropology Tom McGovern (A)
 Ruchi Chaturvedi (A)

Art Paul Ramirez

Chemistry Pamela Mills
 Classical&Oriental Studies Yitzhak Berger (A)

Curriculum & Teaching Bede McCormack (A)
 Nadine Bryce (A)
 Jody Polleck

Economics Timothy Goodspeed (A)
 Avi Liveson
 Howard Chernick

Film & Media Peter Parisi (A)
 Tim Portlock

Geography Frank Buonaiuto

German Elke Nicolai (A)

Health Sciences Stacey Plichta (A)
 Jack Caravanos

History Michael Turner

Library Lisa Finder (A)
 Danise Hoover (A)

Mathematics Patrick Burke (A)
 Dana Draghicescu (A)

Music Richard Burke

Nursing Peggy Schuber (A)
 Carol Roye "E"

Physics & Astronomy Ying-Chih Chen (A)

Political Science Ann Cohen "E"

Psychology Peter Serrano (A)
 Tricia Striano (A)

Romance Languages Guiseppe DiScipio (A)
 Michael Perna (A)

SEEK Patricia Martin (A)"E"

School of Social Work Willie Tolliver (A)
 Kenny Kwong (A)

Sociology Thomas Degloma (A)
 Claus Mueller (A)

Special Education Jamie Bleiweiss (A)"E"

Theatre Deepsikha Chatterjee

**Lecturers and
 Part-Time Faculty**

Joanne Spurza (Classics)
 Dana Reimer (Geography)
 Barbara Sproul (Religion)
 Bernadette McCauley (History)

Administration

Dean Sherryl Graves (A)
 Dean Kristine Gebbie (A)

Ex-Officio

Deborah Francois, USG Pres.
 George Wallace, CLT Council President
 Theodore Ryo, GSA Pres.
 Patricia Rudden, Alumni Assoc. Pres.

Students

Manuel Andino (Classics)
 Lauren Hecker (Music)
 Ayman Ahmed (Comp Sci)
 Tonya Sylvester (Math&Stat)
 Kyle Sabo (Grad)
 Runako Taylor (Grad)
 Marta Petryna (Biology)
 Ginna Moreano (Psych)
 Randy Wagenheim (Grad. Socio)