MINUTES
Meeting of the Hunter College Senate
12 May 2010

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

Presiding: Sandra Clarkson, Chair

Attendance: The elected members of the Senate with the exception of those listed in Appendix I.

Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and clickers were distributed to them.

Report by the President: The following is a summary statement of President Raab’s report to the Senate: She said:

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

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

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

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

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

He yielded the floor to President Raab who continued:

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

Report by the Administrative Committee:
The Chair presented the report as follows.

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

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

Mellon Project Special Committee to Review the GER
Professor Clarkson presented the Report dated 12 May 2010 “Revised Pluralism & Diversity Requirement.”

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

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

The following resolution was on the floor.

RESOLUTION

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

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

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

   Group 3: Courses addressing issues of gender and/or sexuality,
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
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
This year was busier than the previous year, and as might be expected, there were both similarities and differences from 2008/2009.

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

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

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

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

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

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

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

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

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

RESOLUTION REGARDING ESTABLISHMENT OF THE HUNTER COLLEGE SCHOOL OF PUBLIC HEALTH AS AN INDEPENDENT SCHOOL WITHIN HUNTER COLLEGE.

RESOLVED, that the Hunter College School of Public Health shall be established as a separate unit within Hunter College with a Dean and with all of the attributes and responsibilities of a school at Hunter; and be it further

RESOLVED, The Dean of the City University of New York (CUNY) School of Public Health at Hunter shall serve as Dean of the Hunter College School of Public Health; and be it further
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 corre-
sponding 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
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 Caravans

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 (Biolog)
Ginna Moreano (Psych)
Randy Wagenheim (Grad. Socio)