

MINUTES

Meeting of the Hunter College Senate

13 October 2010

1 The 519th 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, and
8 clickers were distributed to them.

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10 **Minutes:** The Minutes of September 15th were approved as distributed.

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12 **Report by the** The following is a summary statement of President Raab's report to the Senate October 13, 2010. She
13 **President:** said:

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15 "I apologize for being late. It was actually for a good reason. We have brought in a number of the
16 CUNY facilities, design, and construction people to meet with representatives of the Art Department
17 to talk about a possible relocation of their program. We are meeting with the Facilities
18 Committee in about two weeks and we will be talking about the arts and other developments, and
19 then come back for a full report. It was an excellent meeting at tight budget time, and it was excit-
20 ing to have CUNY people here talking about new spaces and better spaces.

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22 On the budget there really is no new news. We are continuing to watch our spending and we
23 appreciate everyone's cooperation. I think we have been in a good place and are continuing to
24 move forward, but need to be cautious given the budget situation. As I mentioned previously, last
25 year the CUNY Board approved a tuition increase of a \$100 for the year, but that was not approved
26 by the Legislature. We expect that this will come back to the CUNY Board, and we believe that it
27 could be voted on by the Legislature to impact student tuition in the Spring. So, I do expect some
28 increase in spring tuition. Again, I want to urge all faculty to let us know if any students are having
29 financial difficulties. Please send people to Eija's office. As I have said before, we have been
30 raising scholarship money, and our goal is to support students and to make sure that nobody has to
31 drop out because of a tuition increase. As everyone knows, we will have a new Governor in Janu-
32 ary and most often Governors do their tough work early, and as it gets closer to re-election the
33 harder approaches are not taken. So, we are concerned, but we continue to be prudent. We have
34 held back a reserve this year in case there are further cuts, and Len and his team are doing every-
35 thing they can proactively. As I announced last time, we are working closely with the Social Work
36 and the Nursing faculty on a proposal to increase differential tuition in those Master's programs.
37 The faculty supports this because they are extremely costly programs and we made great progress
38 in them. There are scholarship resources to balance out needs, and this proposal will go to CUNY
39 committees for implementation next year. Again, as we have more budget information, we will let
40 you know.

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42 I know we have all been extremely troubled by the incident at Rutgers. It was simply tragic and
43 although we don't have a very large residential population, we still do have the dorms at 25th Street
44 and we have a substantial number of students now living in this facility. We are concerned about
45 community issues of the bullying-type behavior and suicide prevention. The City Council is gather-
46 ing all the CUNY presidents tomorrow as well as the NYU administration to talk about a City-wide
47 initiative about how we can be more pro-active. We are bringing some of our Hunter experts.
48 Markus Bidell in Education actually works with youth in the LGBT community on emotional
49 issues. We are bringing one of our counselors down, and if anyone has any interest in talking to us

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 54 about efforts in this way, please talk to Eija. We really want to make sure that we are being pro-
 55 active. It was a terrible tragedy and we have to be vigilant about making sure nothing happens in
 56 our community.

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 58 I want to talk to you about two other items. We received a request from a faculty member asking if
 59 we could make photo rosters available to him for his classes. As you know, in many schools it is a
 60 standard practice for faculty members to have a picture next to a student's name so they can call on
 61 the student and develop a relationship. It is not something that we would try to impose. Because of
 62 technology we can provide it for anyone who is interested in having a photo roster for your classes.
 63 Please speak to Len; send him an e-mail and we will work with you on this.

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 65 Another issue that I want to talk about that affects students and faculty is the implementation of a
 66 new Federal law that requires that faculty put the ISBN number of any required textbook on the
 67 syllabus. The goal is to try to make sure that students have access to the most inexpensive copy of
 68 the textbook, and are able to use their own search ability. We are working through CUNY to imple-
 69 ment that provision of the law. There will be a pilot to work with faculty to help them identify the
 70 ISBN number, but also provide different information for students about the availability of books.
 71 Len is shepherding this. We feel that it is a very important provision because we know that students
 72 find textbooks extremely expensive and we really do want to help students find the cheapest
 73 alternative.

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 75 This reminds me of something else that I want to raise and that is the idea that the Senate and the
 76 Administration work together through a committee to talk about how to facilitate students' access
 77 to textbooks. We would like to ask the Administrative Committee to think about a structure and
 78 perhaps find volunteers in the Senate or otherwise who would like to sit down and work with us in
 79 a sort of way we did with the library to talk about what the best options are to facilitate students'
 80 access to textbooks. Should the Library be buying more books? There are new companies that are
 81 renting textbooks; do students have full information on that? Are we doing enough with online
 82 rentals? How can the Library be part of this dialogue, because textbooks are not going to become
 83 cheaper? We do hear from students that they are just not buying the books. There was an article in
 84 the *Chronicle* about actually creating your own textbooks where a new McGraw-Hill division actu-
 85 ally allows faculty to take selections from different text book sand different divisions and create
 86 their own online book. Is that a good idea? Should we create a scaffolding to help you do that? The
 87 time is right for us to have a campus conversation, and I hope that any of you who are interested
 88 will join us.

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 90 In closing I want to remind everyone that we are having an interesting program in the Kaye Play-
 91 house tonight on the midterm elections with a number of very well known journalists, including
 92 Carl Bernstein, Jonathan Capehart, Katrina Vanden Heuvel, Ed Rollins, and Doug Schoen the
 93 pollster. It is free and open to everyone. We would love to have you join us.”

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 95 President Raab concluded her report by answering questions from the floor.

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 97 **Report by the**
 98 **Administrative**
 99 **Committee:**

The Chair presented the report as follows:

100 **Special Election for Vacant At-large Seats on the Senate – Fall 2010**

101 The Chair presented the following nominations in accordance with Article IV, Sections 2.H.i & ii, of
 102 the *Charter for a Governance of Hunter College*:

103 Students: Alexander Lemell (Philosophy)
 104 Jarret Freeman (undeclared)
 105 Kelly Postlewait (Graduate-Urban Affairs)

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 107 It was moved that the Secretary be instructed to cast a single ballot in favor of the entire slate. The
 108 motion was approved by voice vote without dissent.

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 110 Clickers were distributed to the newly elected senators.

116 **Approved Curriculum Changes**

117 The following curriculum changes as listed in Part I and II the Report dated 13 October 2010 were
 118 approved as per Senate resolution, and were submitted for the Senate's information: Items GS-846
 119 SPECIAL EDUCATION (Change in a Degree Requirement: Admissions Requirement for the Gifted
 120 Education Program), GS-847 CURRICULUM & TEACHING (Dropping 3 one-credit courses: EDLIT
 121 739.1, 739.2, 739.3; New Course: EDLIT 739), GS-848 CURRICULUM & TEACHING (Modifica-
 122 tion of EDLIT 735 and 730); GS-849 C&T/EDUCATIONAL FOUNDATIONS/SPECIAL EDUCA-
 123 TION (MS in Education Leading to Transitional B Certification as Generalist in Middle Childhood
 124 Education (Grades 5-9) and Transitional B Certification as Teacher of Students with Disabilities,
 125 Generalist (Grades 5-9); GS-853 SCHOOL OF NURSING (New Courses: NURS 766, 767); GS-85
 126 MATHEMATICS & STATISTICS (Changes in a Degree Program: MA in Pure Mathematics); GS-855
 127 ENGLISH (Changes in a Degree Program: MFA in Creative Writing); US-1660 (SCHOOL OF
 128 NURSING (Changes in a degree Program: Admission Requirements to the RN Pathway Program);
 129 US-1661 FILM & MEDIA STUDIES (Minor in Media Studies).
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131 **Committee**
 132 **Report:**

131 **Strategic Planning Committee**

132 Professor Richard Stapleford, Chair of the Committee presented the report. The following is a
 133 summary statement:
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135 “Good afternoon everyone. Our working metaphor is that we are an ocean-going tanker trying to
 136 change course but we can't do so quickly or easily. What the President just said is an example of
 137 that: we are always working a little bit behind what the newspapers say is going on. The Strategic
 138 Planning Committee is trying to be a little ahead of the curve. This report is just to give you the
 139 outline of our meetings to date and our plans for the immediate future.
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141 We have been meeting in the course of the summer, and in the fall. Our next meeting is on October
 142 27th and there will be a meeting in November and then one more in December. The Committee has
 143 created a system in which we are breaking down the task into component parts and then assigning
 144 the analysis of those parts to Task Forces. There are four of these Task Forces, and they should be
 145 finished with their work in the course of this Fall. That means that we will have reports from the
 146 Task Forces to the committee which we will integrate and organize to produce a draft document by
 147 the next spring.
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149 Hunter College is an institution that has a set character but it is an entity that can change. We are
 150 trying to figure out what that change will be and how we can control it. There are some specific
 151 initiatives that we know are affecting things. For instance, the new Science PhD programs and the
 152 new School of Public Health will alter the allocation of resources, both time and financial, in the
 153 school, while opening the door to new initiatives. This is just one of the major catalytic agents
 154 coming to our school. We want to analyze what that means and none of us is completely clear on
 155 that. We have a Task Force that will consider first of all, the Hunter University. We use the word
 156 “university” because of the addition of those new PhD programs. How do we integrate the various
 157 components? How do we balance research, for instance, which tends to be a function of graduate
 158 work, and teaching, which is particularly important in the undergraduate program. We need to
 159 consider how we can make both flourish. Another issue which will become important in the
 160 context of this new Hunter University is the relationships between the Arts & Sciences, in sheer
 161 size the largest division in the college, and the professional schools and graduate programs. We
 162 have recognized that in the evolving nature of higher education the distinction between disciplines
 163 has now begun to erode. Interdisciplinary approaches meet the needs of students who have ideas
 164 that expand the limitations of current disciplines. We also need to consider the nature of our
 165 relationship to the City, which we have always used and been proud of. We believe that there
 166 should be a greater college-wide initiative to encourage out of classroom learning experiences.
 167 One of the Task Forces will consider student success and engagement. As you all know, everybody
 168 talks about the problem of transfer students, as well as the problem of students who leave after one
 169 or two years. At least a half of our graduating classes are students who did not start here. So, we
 170 need to be aware of what the implications of that are. We need to understand the implications of
 171 having transfer students come in to the college ill-prepared for Hunter. We have a General Educa-

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tion Requirement that they are often excused from. We need to know why students leave in such great numbers and we need to know what we can do to change that rather unhappy statistic. Communication in the College is the focus of another of the Task Forces. We have a problem with communication. Almost everybody from the grassroots level all the way up, understands that access to large discussions, College-wide announcements as well as communication between groups within the college is not what we would like it to be. We have to develop new mechanisms, including new technology but also more efficient use of current technology. And finally, as the President just said, resource development is a very important initiative that we must commit to. As recently as 10 years ago as a state funded institution we paid little attention to it, but with the evolution of the economy, raising private funds has become vital to the health of the institution. One Task Force will consider the way we might identify new fund-raising opportunities by connecting to organizations and institutions outside of Hunter. The end result will be an integrated report that will combine the conclusions of these task forces and will guide us for our next decade. Thank you.”

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Special Advisor Committee on Academic Functions at Roosevelt Public Policy Institute
 Professor Jonathan Rosenberg, Chair of the Committee presented the following report:

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“In May 2007, I was chosen to chair the Roosevelt House Advisory Committee, a group of 10 or 11 faculty members that has met on a regular basis to consider the developing academic activities at Roosevelt House. The committee began meeting in the fall of 2007 and over the last few years has sought to meet its responsibilities by considering the various academic programs that are continuing to unfold at Roosevelt House, and by providing advice to the office of the provost.

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Let me say in all candor that for a year or so, despite the good will and energetic efforts of its members, I don't think the committee achieved all that much. I think most of the committee's members would agree with that assessment. And I'm quite sure that my direction of the committee left something to be desired.

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I'd like to think, though, that over the last year or two the committee has begun to do more constructive and important work. Indeed, in that more recent period, I believe the committee has begun to do the sort of work for which it was created. As Roosevelt House has begun to engage in the kind of important and stimulating academic activities for which it was established, and as the academic programs there continue to grow and develop, the committee--not surprisingly--has a far better sense of what it is meant to do and how it can make a constructive contribution to the life of Roosevelt House and of the College.

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In preparing these remarks, I looked over the minutes of our meetings and was reminded that for a time, among the members of the committee, there was considerable uncertainty and even puzzlement about our mission, which, inevitably, made it difficult for us to achieve any momentum. In those early days, the committee, comprised of a dedicated and experienced group of faculty members, spent an excessive amount of time at meetings wondering just what we were supposed to be doing, what we could do, and what would be most useful. And for a time, none of those questions was easy to answer.

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Nevertheless, early on, in addition to considering our mission--and composing a mission statement took up quite a bit of time--we did begin to consider some important matters. The minutes of the early meetings indicate that we did have serious and quite detailed conversations about the evolving public policy program, which would be based at Roosevelt House. Among the other matters we discussed were the faculty seminar and how that might be arranged and organized.

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More recently, we have discussed the line in public policy. We also spent time reflecting on and offering some ideas about the opening of the House itself and, more specifically, about the policy-oriented conference that was tied to that opening. Judith Friedlander, the academic director at RH, played a central role in the planning of the conference, and as an ex officio member of the committee, kept us apprised of the planning for that event, which occurred in spring 2010, and which I think was highly successful.

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238 Over time, we have also considered the status of Dr. Jonathan Fanton, who has played an important
239 part in supplying Roosevelt House with intellectual energy, particularly with respect to the issue of
240 human rights. (Note his role yesterday as moderator of the Kofi Annan visit.) More recently still, the
241 committee has discussed the process by which the Tisch Research Fellow will be chosen. Relatedly, at
242 our most recent meeting Jon McDonough, the current Tisch Fellow, described for the committee in
243 some detail, his activities at the House and, more broadly, his activities as an expert on the health care
244 question. Jon also delineated for us some exciting ideas that he thinks RH might help to advance in
245 the future.

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247 Over time, (especially recently) the committee has discussed the search for public policy and human
248 rights fellows, searches that I believe are well along. In addition, at the end of the spring 2010
249 semester, the committee asked Judith Friedlander to come up with a template for the process of
250 bringing visiting scholars to Roosevelt House. In our discussions on this question, the committee has
251 agreed to assist with developing the notice that will be posted for research fellows. Our plan is to
252 begin to work with Judith on this shortly.

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254 Finally, Judith has just informed me that an initiative, discussed by the committee at its last meeting,
255 will invite new faculty members to give lunchtime presentations at RH on their current work. That
256 will be starting soon. Requests will be going out to departments shortly.

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258 To conclude, I believe that after a tentative start, the committee is now doing useful work. With
259 Roosevelt House up and running--and there is an abundance of engaging things happening there--I
260 think the committee is in a position to do those things--namely, providing advice and counsel to the
261 office of the provost--that the Senate had in mind when it created the committee. I think I speak for all
262 the committee members when I say that we look forward to continuing to do that in the days ahead.”

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264 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:45
265 PM.

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269 Respectfully submitted,

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273 Philip Alcabes,
274 Secretary
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APPENDIX I

The following members were noted as absent from the meeting:

Faculty:

Africana&PR/Latino Studies	Milagros Denis-Rosario (A)	Psychology	Peter Serrano (A) Tricia Striano (A) Peter Moller "E"
Anthropology	Tom McGovern (A)		
Art	Paul Ramirez	Romance Languages	Guisepppe DiScipio (A)
Biological Sciences	Ezra Shahn "E"	SEEK	Patricia Martin (A)
Chemistry	Pamela Mills (A) Dixie Goss (A)	School of Social Work	Kenny Kwong (A) Michael Lewis Nancy Giunta (A) Jonathan Prince Thomas Degloma (A)
Classical&Oriental Studies	Joanne Spurza	Sociology	
Computer Science	Virginia Teller (A) Saad Mneimeh (A)	Special Education	Donia Fahim (A) David Conner Jamie Bleiweiss (A)
Curriculum & Teaching	Jody Polleck (A) Jason Wirtz (A)		
Economics	Timothy Goodspeed (A) Howard Chernick Avi Liveson	Theatre	Mia Rovegno (A)
Educational Foundations	Cynthia Walley (A)	Lecturers and Part-Time Faculty	Barbara Barone (Math&Stat) Eckhard Kuhn-Osius (German) Barbara Sproul (Religion)
English	Amy Robbins "E"	Administration	Dean Jacqueline Mondros (A) Dean Sherryl Graves (A) Dean Kristine Gebbie (A)
Film & Media	Gustavo Mercado Tim Portlock Steve Gorelick (A) Shanti Thakur (A)	Ex-Officio	Deborah Francois, USG Pres. George Wallace, CLT Council Pres. Theodore Ryo, GSA Pres. Patricia Rudden, Alumni Assoc. Pres.
Geography	Peter Marcotullio (A)	Students	Manuel Andino (Classics) Lauren Hecker (Music) Kristopher Emanuel Meriam Bukhari Henrik Dumanian Wesley Gagerie Aaron Quisenberry Ayman Ahmed (Comp Sci) August Wojtkiewicz (Classics) Francisco Mena (Sociology) Runako Taylor Marta Petryna (Biology) Randy Wagenheim (Grad. Sociology)
German	Elke Nicolai (A)		
Health Sciences	Stacey Plichta (A) Jack Caravanos		
History	Richard Belsky (A)		
Library	Patricia Woodard (A) Rolando Perez		
Mathematics & Statistics	Patrick Burke (A) "E"		
Music	Poundie Burstein (A)		
Nursing	Steven Baumann (A) Lorraine Sanders "E" Carol Roye "E"		
Physics & Astronomy	Ying-Chih Chen (A) Noel Goddard (A)		