

Office of the Hunter College Senate

Room 1018 East Building

Phone: 772-4200

TO: Members of the Hunter College Senate

FM: Senate Administrative Committee

RE: Meeting of the Hunter College Senate

WEDNESDAY, 10 December 2014, from 3:30 to 5:25 P.M., Room W714

AGENDA

1. Meeting Minutes of May 14th, October 8th, and October 22nd
2. Report by the President
3. Report by the Administrative Committee
 - a) **Special Senate Election for Vacant At-large Seats**
In accordance with Article IV, 2H i & ii of the *Charter for a Governance of Hunter College*, the Administrative Committee is presenting the names of all nominees received to date:

<u>Students:</u>	Arkadiy Kusayer
	Stephanie Khanukov
 - b) **Approved Curriculum Changes**
The following curriculum changes as listed in the attached Report Part I dated 10 December 2014 have been approved as per Senate resolution and are submitted for the Senate's information. Item: US-1982 HISTORY (Change in course), US-1983 HISTORY (Add P&D/A and B designations), US-1959 RUSSIAN DIVISION/CLASSICAL & ORIENTAL STUDIES (New course), US-1985 RUSSIAN DIVISION/CLASSICAL & ORIENTAL STUDIES (Change in degree program), UR-1986 RUSSIAN DIVISION/CLASSICAL & ORIENTAL STUDIES (Changes to several courses), US-1980 PHILOSOPHY (New minor), GS-1018 SCHOOL OF URBAN PUBLIC HEALTH (Change in Degree Program), GS-1019 SCHOOL OF URBAN PUBLIC HEALTH (Change in courses), GS-1014 CURRICULUM & TEACHING (New Certificate Program), GS-1016 CURRICULUM & TEACHING (Change in Advanced Certificate Programs), GS-1015 CURRICULUM & TEACHING/ART & ART HISTORY (New MA and New Courses), UR-1987 ENGLISH (Change in course).
 - c) **List of Candidates for Diplomas and Degrees**
 - d) **Resolution to Change Structure of Committee on Academic Assessment & Evaluation**
 - e) **Election of Committee Chairs**
Charter Review Committee
 - f) **Update on Actions of the Administrative Committee RE: Guidance on Bylaws for School of Arts & Sciences**
4. **Report by Undergraduate Course of Study Committee**
Resolution on Foreign Language Courses
5. **Report by the Committee on Charter Review**
6. **Old Business**
7. **New Business**

MINUTES

Meeting of the Hunter College Senate

14 May 2014

1 The 563rd meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 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 President:** **The following is a summary statement of President Raab's report to the Senate. She said:**
 11
 12 "First thing, I want to thank everyone who helped work on the PRR. We know this is an
 13 enormous amount of work, time, and thought. We think that we have come up with some really
 14 important ideas and projections for the future. We look forward to today's conversation.
 15
 16 I also wanted to thank everyone who is on the Senate Administrative Committee for the comments
 17 on the PMP that were sent to the provost last week. Most of the comments were to suggest that we
 18 be more specific when we are talking about certain elements of student engagement, give more
 19 guidelines on what we hope to accomplish that year. These points were well taken. Vita and I will
 20 be working on that in the next few weeks. We also want to give ourselves a little wiggle room
 21 here. As I have said before, the PMP was changed this year under the interim chancellor to narrow
 22 the scope of the report in various ways and give it more broad categories versus some specific
 23 points that had to be hit. But there is a new chancellor coming in on June 1st, and we don't know
 24 what the future holds for these reports. There were two points I wanted to comment on the
 25 feedback that we received.
 26
 27 The first was the issue of the COACHE survey. We are committed to looking at the results of the
 28 survey. For those of you who don't recall, the COACHE survey is a national normed survey of
 29 faculty satisfaction. It has been given twice at Hunter, and we have the results. We are trying to
 30 create a meaningful report on those results and spend some time in the summer analyzing what we
 31 have received.
 32
 33 Vita is actually going to a development seminar for provosts regarding COACHE results. We
 34 appreciate your focus on that and we intend to come back in the fall for a broader conversation
 35 with the community.
 36
 37 We also wanted to respond to some concerns about certificates. I understand that there is some
 38 hesitation within certain communities about interdisciplinary certificates because of a concern
 39 over resource allocations. If we are constraining different departments already, we understand that
 40 there are different constraints and concerns. We are hoping that it doesn't prevent us from going
 41 forward and perusing the goals of the strategic plan for interdisciplinary thinking. Thinking about
 42 Arts Across the Curriculum and bringing people together, we have had so much benefit from
 43 interdisciplinary collaboration. We know from the feedback that we have gotten from so many
 44 students, many of the certificates which focus on areas are semi-professional and skills based, such
 45 as Arts Management, Business Management, and Public Health.
 46
 47 Recently, we talked about journalism. These are things that we are building, strengths that already
 48 exist in the college. We want to supplement areas of skill development that students are seeking
 49 for their next stages as professionals outside of the college.
 50
 51

55 I am hoping again that as we come back in the fall we will be able to continue these conversations,
56 and be able to respond to your concerns and do what we believe these certificates were set out to
57 do, which is enhance the curriculum and offerings for our students and their future endeavors. I
58 see that the art faculty is out in full force to talk about the MFA studio fees. I wanted to
59 underscore what I know that our chair Howard Singerman and Dean Polsky will be presenting
60 regarding these fees and to make a few points. One is that we have been a leader within CUNY
61 over the years, in seeking differential tuition for selected programs. Many of you remember that
62 those programs can only be unique programs so, either we have to be the only one that has such a
63 program or we have to be working together with another CUNY campus, if we are going to ask for
64 a differential tuition. We have found that programs in which we have differential tuition or
65 excellence fees are programs that are unique to us. The feedback that we have from the faculty is
66 that the money that the programs are receiving is really enhancing what the departments have been
67 able to do.

68
69 Dean Mondros and I think of the first differential tuition for the School of Social Work. The
70 tuition goes directly to the dean or the department. CUNY does not take a piece nor does the
71 President or the Provost. We were very clear with CUNY about that when we requested the tuition
72 and fees. The point is to enhance programs, particularly those that are resource intensive.
73 Certainly, with something like social work where there are so many different placements, in
74 Nursing and Physical Therapy where there is so much equipment.

75
76 We have used these extra resources to really make a difference for our students and that is why we
77 asked the art department to consider this. We understand that it is never an easy conversation with
78 faculty or with students to increase the amount of tuition or fees. One is that the money goes
79 directly to the department to use it as they best believe will have an impact on a program. The
80 second is that every time we have done this we make a commitment. If there are students for
81 whom an extra fee creates any type of hardship they see Eija Ayravainen, or write to me, and we
82 will address this. We also have financial aid available. If this is going to make a difference for a
83 student and create any type of hardship please understand that there are resources available.

84
85 I know you will have a full discussion about this, but I hope to underscore the administration's
86 point of view that this money is for the Art department to use as it best sees fit. We will support
87 students' financial need if this has any impact.

88
89 A good segue is to talk about some of the wonderful fundraising success that we have had this
90 year. We hope to encourage many of you to think of big ideas and we will work with your
91 department and dean to feed them back to us. We are supportive of our mission to make the
92 American dream come true for many of our students.

93
94 This year was a year of two truly extraordinary, transformative, and historic gifts for Hunter. The
95 first was a 25 million dollar gift from the Coopermans. It is wonderful to see as finals approach
96 that there is barely an empty seat in the newly renovated library. We are going to have a little
97 challenge next year because we will be closing the 6th and 7th floors. We realized that the most
98 efficient way is to renovate those floors together. So, there will be probably a lot of compression
99 of the students in the other floors. We believe that in a year to a year and half the exciting 6th and
100 7th floors of the library will reopen. It will include a library for the School of Education and, on
101 the 7th floor, the student success centers, where our Dolciani Center will be moving. It will have a
102 really dramatic impact on our students.

103
104 It was these funds from the Coopermans and many of our other donors that have made this
105 possible. This entire project is being done without a penny of CUNY money. This is all privately
106 raised money and couple of million dollars that comes from the city council or the borough
107 president. We are unique in CUNY history by making a point that we can't just rely on the capital
108 budget. We are making a serious difference through philanthropy. Mr. Cooperman discussed with
109 me the thought about a library. He kept hearing from his friends that nobody takes books out
110 anymore. We also talked about a library pass. In a time when the fee was 24 dollars, The

114 Coopermans went to Hunter and met here. My favorite part of the story was that he was the
115 Student Council President and she was the Vice President. He has done very well and has been
116 committed to financial aid. He allocated 10 of the 25 million dollar gift for scholarships. We will
117 have this money in the next couple of years. First, the money is going to the library and then it will
118 be accrued to the scholarship fund. There is a little bit there now, but the basic corpus will come in
119 a couple of years. We will have a 4 to 5 percent return of 400 to 500 thousand dollars every year in
120 perpetuity for student scholarships. That's a game changer for us. All other alums support comes
121 in addition to the 400 or 500 thousand dollars that we have from this endowment. This allows Eija
122 to really be able to look at student needs. We define this as broadly as possible. So, it is for
123 students in need, graduate students, undergraduate students, science students, and art students. It is
124 a very broad way to support our students and it will create a lot more work for Eija, but it's the
125 kind of work that she is very happy about doing. That was a great way to start the year.

126
127 Similarly, we received 15 million dollars from Patty Baker, a Theater and Thomas Hunter major in
128 the 80s. It is allowing us to purchase the Kennedy Child Study Center around the corner on 67th
129 street that will be the new home of the Hunter Theater Department.

130
131 For the School of Education, we are very excited for them, because it is something that David has
132 asked us to help support for a long time which is their first name professorship. It makes a
133 difference in who we can recruit as faculty, but it also sends a message about the quality of the
134 work we are doing. This professorship is going to be dedicated to a faculty member who is really
135 about the practice of teaching, which includes the best practices. So, we can renew our focus on
136 what makes a great teacher and a clinical focus.

137
138 A renewal of a gift, which is interesting to discuss, is from the Hertog family. Susan Hertog
139 completed her undergraduate work in the 1960s and went on to get her MFA at Columbia in
140 writing. She gave the first million dollars to get our incredible creative writing MFA of the
141 ground. In their renewal, they came back and said we are going to do half this time and they are
142 going to do it as a challenge, so that we have to match the other 500,000. The development team
143 and I are all very excited about that challenge. We think we will raise more than half a million
144 dollars. We think it is a way to engage our students, many of whom have already become
145 successful and others by knowing that there is a donor who is matching their contributions. It is an
146 interesting way to do philanthropy. It creates more work, yet creates the ability for more people to
147 support a program. Dick Gilder, as many of you know, gave us a million dollars to support a
148 beautiful room in the library, the Information Commons, in honor of his sister, our great Peggy
149 Tirschwell. He was very happy about the work we are doing and recently gave us about half of a
150 million dollars unrestricted. We have decided to use it this summer to renovate this room and to
151 make it modern. The people at Brookdale can see us from everywhere, and it will make it a great
152 lecture room. Laurie Tisch has been renewing her work over at Roosevelt House on Public Health,
153 and that has allowed us to bring Tom Farley, the former Health Commissioner, to Roosevelt
154 House. This will help support Nick Freudenberg and Charles Platkin's work in food policy. The
155 Zabars renewed their support for a Visiting Artists Program a couple of years ago. We asked the
156 department what is on their list. They said every great art school has a visiting lecture artists
157 program, and that helped us create a conversation with a loyal family. People in front of me have
158 done a great job and have been able to renew the program and keep it going.

159
160 Just to give you a sense from education, to public health, to art—his is a little piece of some of the
161 major gifts that have come in and how they are having an impact on all of your work. I also would
162 like to ask you as you have a little down time this summer to think about what other great ideas
163 are out there. Furthermore, think about interesting things that could appeal to people who we want
164 to support Hunter College.”

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169

170 **Minutes**
 171 **Meeting of the Hunter College Senate**
 172 **14 May 2014**
 173
 174 **Report by the Provost Vita Rabinowitz gave a presentation regarding the Periodic Review Report (PRR).**
 175 **Provost: The presentation is in Appendix II.**
 176
 177 **Election of** The floor was open for a nomination for Chair of the Senate.
 178 **Senate Officers:** Professor Christa Davis Acampora was nominated.
 179
 180
 181 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The
 182 motion was approved by voice vote without dissent.
 183
 184
 185 The floor was open for a nomination for Vice Chair of the Senate.
 186
 187 Eamon Pickard was nominated.
 188
 189 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The
 190 motion was approved by voice vote without dissent.
 191
 192
 193 The floor was open for a nomination for Secretary of the Senate.
 194
 195 Professor Lisa Marie Anderson was nominated.
 196
 197 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The
 198 motion was approved by voice vote without dissent.
 199
 200
 201 The floor was open for a nomination for Chair of the Evening Council.
 202
 203 Professor Sandra Clarkson was nominated.
 204
 205 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The
 206 motion was approved by voice vote without dissent.
 207
 208 **Report by the** The Chair, Professor Christa Davis Acampora, presented the report as follows:
 209 **Administrative**
 210 **Committee:**
 211 a) **Senate Meeting Schedule Fall 2014/Spring 2015**
 212 The Fall 2014/Spring 2015 Senate meeting schedule was adopted for the following
 213 Wednesdays from 3:30 to 5:25 P.M.:
 214
 215

<u>FALL 2014</u>	<u>SPRING 2015</u>
September 17	February 11 and 25
October 8 and 22	March 11 and 25
November 5 and 19	April 15 and 29
December 3 and 10	May 6, and 13

 216
 217
 218
 219
 220 b) **List of Candidates for Diplomas and Degrees**
 221 The Senate Chair moved for the ceremonial adoption of the list of candidates for diplomas
 222 and degrees to be awarded in May 2014. The motion carried by voice vote without dissent.
 223
 224 c) **Approved Curriculum Changes**
 225 The following curriculum changes as listed in the Report dated 14 May 2014 have been
 226 approved as per Senate resolution and are submitted for the Senate's information. Items:
 227 US-1952 Philosophy (Change in Course), US-1928 School of Social Work (Proposed New Program:
 228 BSW), and US-1953 School of Social Work (New Courses).

229 **Minutes**
 230 **Meeting of the Hunter College Senate**
 231 **14 May 2014**

232 **d) College Calendar for Fall 2014/Spring 2015**

233 The University-wide College Calendar for 2014-2015, as issued by the CUNY Central
 234 Administration, was submitted for the Senate's information. It is attached as Appendix III.

235
 236
 237 **Committee**
 238 **Reports:**

239 **Committee on General Education:**

240 Prof. Pam Mills, Chair of the Committee on General Education, presented the report.

241 **I. Change in Hours**

242
 243 Whereas the February 3, 2014 Memo to Presidents and Deans from Interim Chancellor Kelly
 244 stated that the "University will no longer specify a limit on course hours in Common Core areas"

245
 246 Be It Resolved that all references to hours be removed from the Framework.

247
 248 The question was called and carried. The resolution passed by voice vote without dissent.

249
 250
 251 **II. Removal of Focused Study**

252
 253 Whereas the number of minors and certificate programs continues to grow at Hunter College, and

254
 255 Whereas ~55-60% of "native" graduates complete 4 semesters of a foreign language, and

256
 257 Whereas the Focused Study can be fulfilled with 100 level courses, then

258
 259 Be It Resolved that Focus Study be removed from the College Option.

260
 261 The question was called and carried. Voting by clicker produced the following results: 44 in
 262 favor, 3 opposed, and 7 abstentions. The resolution was defeated.

263
 264 A motion to refer the resolution back to the committee passed by voice vote.

265
 266 **III. Learning Outcomes for US Experience in its Diversity**

267
 268 Whereas the CUNY Common Core category for US Experience in its Diversity has a set of
 269 learning outcomes for the category, and

270
 271 Whereas the Hunter Common Core restricts the category to US History, and

272
 273 Whereas the Hunter category has no learning outcomes to serve as a guide for departments and
 274 curriculum committees,

275
 276 Be It Resolved that courses submitted from Hunter must fulfill both the CUNY learning objective
 277 requirements and the Hunter learning outcomes for the US Experience in its Diversity category.

278
 279 The questions was called and carried.

280
 281 The motion passed by voice vote with 4 against and 3 abstentions. The new Hunter College
 282 Learning Outcomes for US Experience in its Diversity is in Appendix IV.

283
 284 **Departmental Governance Committee:**

285 Prof. Nico Israel, former chair of the committee, presented the revised School of Nursing By-
 286 Laws.

287

288 **Minutes**
289 **Meeting of the Hunter College Senate**
290 **14 May 2014**

291 The question was called and carried.

292
293 The vote was not binding due to a lack of quorum.

294
295 **Committee on the Budget:**

296 The report was postponed until the first meeting of the fall semester.

297
298 The question was called but did not carry due to a lack of quorum. The meeting adjourned at 5:25 PM.

299
300 Respectfully submitted,

301
302
303
304
305 Lisa Marie Anderson
306 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excuse

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
		0 (A)		Verna Segarra	A
	Edgardo Melendez	(A) X		Rob Thompson	(A) A
Anthropology	Jacqueline Nassy Brown	X		Patrick Burke	(A) A
		0 (A)	Medial Laboratory Sciences	Shahana Mahajan	X
		0 (A)		Robert Raffaniello	(A) A
Art & Art History	Malik Gaines	E		Dean Johnston	(A) X
	Wen-Shing Cou	X	Music	Jewel Thompson	X
	Carrie Moyer	(A) A		Maura Donahue	(A) A
	Nebahat Avcioglu	(A) X		Catherine Coppola	(A) X
Biological Sciences	Derrick Brazill	A	School of Nursing	David Keepnews	A
		0		Kenya Beard	A
	Paul Feinstein	(A) A			0 (A)
	Shirley Raps	(A) A		Anita Nirenberg	(A) A
Chemistry	Akira Kawamura	A	Philosophy	Justin Gerson	A
	Pam Mills	(A) A		Frank Kirkland	(A) X
	Gabriela Smeureanu	(A) A		Laura Keating	(A) A
Classical & Oriental Studies	Joanne Spurza	X	Physics & Astronomy	Marilyn Rothschild	A
	Chris Stone	(A) A		Kelle Cruz	(A) A
	Larry Kowerski	(A) A		Ying-chih Chen	(A) X
Computer Science	Lei Xie	A	Political Science	Leonard Feldman	A
	Saad Mneimneh	(A) X		John Wallach	(A) A
	Feliza Vasquez-Abad	(A) X		Charles Tien	(A) A
Curriculum & Teaching	Nadine A. Bryce	E	Psychology	Joseph Lao	A
	Jason Wirtz	A		Roseanne Flores	A
	Stephen Demeo	(A) A		Brooke Wells	(A) A
	Ben Shuldiner	(A) X		Jason Young	(A) X
Economics	Timothy Goodspeed	X	Physical Therapy	Herb Karpatkin	X
		0		Tom Holland	(A) X
	Avi Liveson	(A) X			0 (A)
	Temisan Agbeyegbe	(A) X	Romance Languages		0
Educational Foundations		0			0
		0 (A)			0 (A)
		0 (A)			0 (A)
English	Leigh Jones	A	School of Social Work	Marina Lalayants	X
	Sarah Chinn	A			0
	Barbara Webb	(A) A			0 (A)
	Stephen Wetta	(A) A		Ilze Earner	(A) A
Film & Media Studies		0	Sociology	Mark Halling	A
		0			0 (A) 0
		0 (A)		Mike Benediktsson	(A) X
		0 (A)	Special Education	Angela Mouzakitits	X
Geography		0		Elissa Brown	(A) X
		0 (A)			0 (A)
		0 (A)	Speech-Language Pathology and Audiology	Susan Wortsman	A
German	Lisa Marie Anderson	A		Don Vogel	(A) X
	Eckhard Kuhn-Osius	(A) A		Elizabeth Galletta	(A) A
	Elke Nicolai	(A) A	Theatre	Dong Shin Chang	A
School of Health Professions		0		Mia Rovegno	(A) X
		0 (A)		Deepshikha Chatterjee	(A) A
History	Daniel Margocsy	A	Urban Affairs	Jill Simone Gross	A
	Manu Bhagavan	(A) X		Stanley Moses	(A) X
	Rick Belsky	(A) A			0 (A)
Library	Mee'Len Hom	A	School of Urban Public Health	Dean Johnston	X
	Sarah Ward	A		Lydia Isaac	(A) X
	John Pell	(A) E			
	Danise Hoove	(A) X			

**Minutes
Meeting of the Hunter College Senate
14 May 2014**

Students

	0	
Matthew Ramos	X	
Patricia Colon	X	
Mauricio Bardales	X	
Abdul Rad	X	
Kidus Gebrekidan	X	
Joseph Franzese	X	
Kascem Hewitt	X	
Ariela Hazan	X	
Madiha Wasti	X	
Ibrahim Alsaygh	X	
Julia Camila Jones	X	
Jason Sloan	A	
Wilson Chow	X	
Sara Shenan	X	
Eamon Pickard	X	
Maria Rodriguez	X	
Shawn Rafeey	A	
Andy Lall	X	
Jonah Garnick	X	
Benedict Joson	X	
Nishat Tabassum	X	
Asad Mannan	A	
Kevin Jackson	X	
Candace Lawrence	X	
Barukh Rohde	X	
Hira Gulzar	X	
Maya Cruz	X	
Abraham Gutman	X	
Reginald Holder	X	
Javier Picayo	X	
Hameda Khandaker	X	
Zhong Linda Lin	X	
Ashley Wong	A	
Chireau White	X	
Christopher Lai	X	
Roman Povolotskiy	X	
Joseph Lipari	X	
Victoria Hughes	X	
James Stanton	A	
Sajda Waite	X	
Michelle Zak-Strzalka	X	
Jasmine Parham	X	
Emily Skoutelas	X	

At-Large, Lecturers and Part-Time Faculty

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) X
Mathematics & Statistics	Bill Williams	A
	0	0 0
Library	Jocelyn Berger-Barrera	X
English	Amy Robbins	A
	0	0 0
Mathematics & Statistics	Barbara Barone	A
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	A
Ex-Officio		
President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Anne Seifried	X
President, HEO Forum	Sharmeen Ahmed	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLT Representative	Lori Janowski	X
Vice President for Student Affairs	Eija Ayravainen	A
Chief Operating Officer		0
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	A
School of Nursing	Dean Gail McCain	A

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	A
Program in Religion	David Cereguas	X
Women and Gender Studies Program	Jennifer Gaboury	A
THHP	Sarah Jeninsky	A

APPENDIX II

PRESENTATION BY PROVOST VITA RABINOWITZ REGARDING THE PERIODIC REVIEW REPORT (PRR)

HUNTER

Hunter College Periodic Review Report 2014

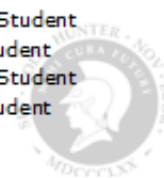
Open Meeting of the Hunter College
Senate -May 14, 2014



PRR Steering Committee Members

HUNTER

- Vita Rabinowitz, Provost
- Brian Duffy, Acting Associate Provost
- Ed Barboni, Acting Assistant Provost for Assessment, Accreditation
- Joan Lambe, Director of Institutional Research
- Meredith Reitman, Director of Assessment
- Mitch Ahlbaum, Acting Chief Information Officer
- Robert Buckley, Director, Research Administration
- Marilyn Daley-Weston, Registrar
- Shannon Salinas, Associate Dean for Student Affairs
- Andrew Silver, Director of Operations
- Madlyn Stokely, Associate Dean, Student Services
- Cynthia Vance, Office of the President
- Marilyn Auerbach, Acting Senior Associate Dean, SUPH
- Steve Baumann, School of Nursing
- Jonathan Conning, Department of Economics
- Elizabeth Danto, Silberman School of Social Work
- Bryan Dowling, Department of Psychology
- Akira Kawamura, Department of Chemistry
- Zachary Shirkey, Department of Political Science
- Philip G. Swan, Library
- Jeanne Weiler, School of Education
- Benedict L. Josen, UG Student
- Leandro Salina, MA Student
- Ann Tomaszewicz, MA Student
- Steven Wendel, UG Student



PRR Subcommittees

HUNTER

General Education & its Assessment

Co-Conveners: James Gordon,
Psychology & Rebecca Connor,
English

- Members:
 - Christa Acampora, HC Senate & Philosophy
 - Lisa Anderson, German
 - Rick Belsky, History
 - Brian Maasjo, Advising & Student Services
 - Robert Thompson, Mathematics
 - Clay Williams, Library

Assessment of Student Learning in the Arts & Sciences

Convener: Benjamin Ortiz, Biological Sciences

- Members:
 - Barbara Bosch, Theatre
 - Sarah Chinn, English
 - Lucile Croom, Mathematics
 - Brian Dowling
 - Donna Haverty-Stack, History
 - Zachary Shirkey, Political Science



Assessment of Administrative & Student Services Assessment

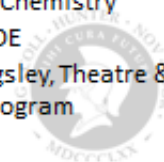
Co-Conveners: Brian Duffy, Provost's Office, Mitch Ahlbaum, ICIT, Madlyn Stokely, Student Services

- Members:
 - Robert Buckley, Provost's Office
 - Lynne Kemen, Psychology Adviser
 - Sharon Neill, Budget & Finance
 - Shannon Salinas, Student Services
 - Andrew Silver, Operations
 - Jennifer Savoie, Graduate Student
 - Steven Wendel, Undergraduate Student

Research & Creative Activity, including interdisciplinary work

Co-conveners: Mark Hauber, Psychology & Mick Hurbis-Cherrier, Film and Media Studies

- Members:
 - Jesus Angulo, Biological Sciences
 - Geoffrey Burleson, Music
 - Dan Cherubin, Libraries
 - Jonathan Conning, Economics
 - Marianne Fahs, SUPH
 - Dan Herman, SSSW
 - Akira Kawamura, Chemistry
 - Karen Koellner, SOE
 - Dara Meyers-Kingsley, Theatre & Muse Scholars Program



PRR Subcommittee Assignments

HUNTER

Graduate and Professional Education

Co-Conveners: Marilyn Auerbach, SUPH & Angela Haddad, A&S

• Members:

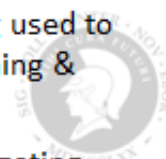
- Steve Baumann, SON
- Elizabeth Danto, SSSW
- Milena Solo, Graduate Admissions
- Phil Swan, Library
- Jeanne Weiler, SOE



The Periodic Review Report (PRR) Includes the following sections:

HUNTER

1. An executive summary
2. Summary description of responses to recommendations from previous evaluation and to Commission actions
3. A brief narrative identifying institution's major changes and/or current opportunities
4. An analysis of enrollment and financial data
5. Evidence of sustained and organized processes to assess institutional effectiveness & student learning and,
6. evidence that results of such processes are being used to improve programs and services and inform planning & resource allocation decisions
7. Evidence that linked institutional planning & budgeting processes are in place.



Response to MSCHE:

HUNTER

Actions, recommendations, and suggestions

- **Design and implement a strategic plan**, which incorporates a mission statement and goals, planning processes and assessment of institutional effectiveness and student learning outcomes.
- **Implementation of the plan has become the joint responsibility of all divisional structures of the College**, including the President and Vice-Presidents, all academic and administrative units and its governing body, the Hunter College Senate
- **Implementation is supported** through planning processes, institutional effectiveness research, assessments, reporting mechanisms, and communications



Response to MSCHE:

HUNTER

Challenges and Opportunities

Implementing Hunter's ambitious and striving Strategic Plan represents our greatest challenge and opportunity. We do so in the context of:

- Budgetary constraints and a tough economy
- Major systemic changes
 - CUNYfirst
 - Pathways



Response to MSCHE:

HUNTER

Hunter's Enrollment Trends and Prospects

- At undergraduate level
 - Sustained high desirability
 - Aggressive recruiting
 - Student success initiatives
 - Higher retention rates
- At graduate level
 - Setting of enrollment targets
 - Aggressive recruiting
 - Strategic program development



Response to MSCHE:

HUNTER

Finances and budgetary outlook are strong

- CUNY Compact
- Sound financial management that prioritized the academic side
- High student demand
- External grants and awards
- Record-breaking philanthropy
- Entrepreneurial activities



Response to MSCHE:

HUNTER

Assessment now takes place at all levels and in all units

- CUNY Performance Management Process (PMP) sets goals & targets for numerous key indicators in the broad areas of
 - faculty scholarship
 - academic excellence
 - enrollment management
 - student success
 - financial management
 - philanthropy

- Academic Program Review, which entails detailed self-studies guided by a template, and Accreditation reports



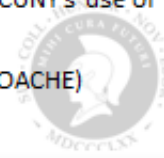
Response to MSCHE:

HUNTER

Assessment now takes place at all levels and in all units

- Annual reports capture academic assessment and a formal committee oversees administrative assessment

- Standardized instruments are being used to assess faculty and student satisfaction. These include ...
 - CUNY Student and Faculty Experience Surveys
 - Collegiate Learning Assessment (CLA)
 - National Survey of Student Engagement (NSSE)
 - Noel-Levitz Student Satisfaction Inventory to supplement CUNY's use of National Survey of Student Engagement (NSSE)
 - Collaborative on Academic Careers in Higher Education (COACHE)



Response to MSCHE:

HUNTER

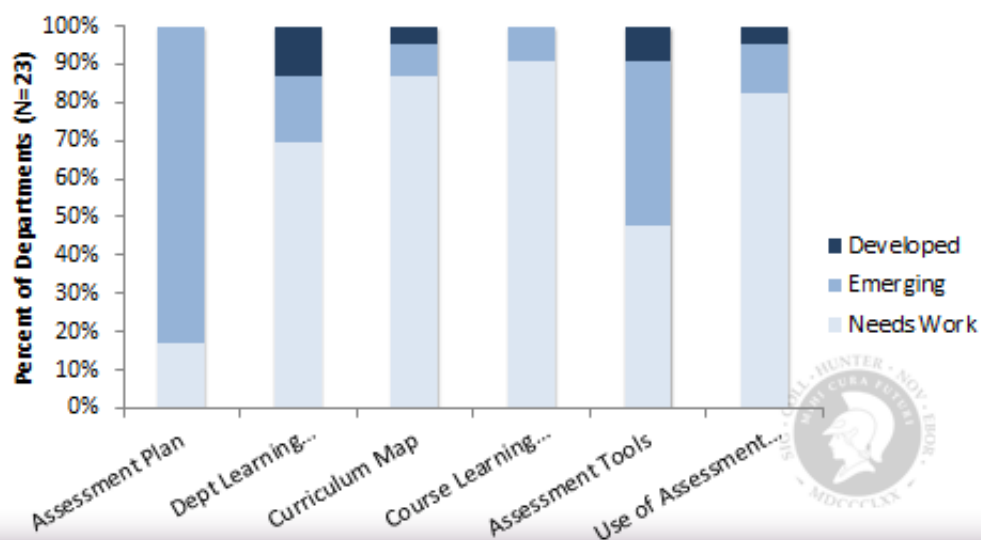
Assessment now takes place at all levels and in all units

- Departments increasing capacity for assessment
 - Revising assessment tools (learning outcomes, curriculum maps)
 - Using findings for pedagogy and curriculum
 - (soon) Building sustainable plans embedded in teaching practice
- College preparing to develop program-level general education assessment for the Hunter Core Requirement
- Administrative offices collaborating on assessment
 - Working together to discover best practices (surveys, rubrics)
 - Working together to improve student services



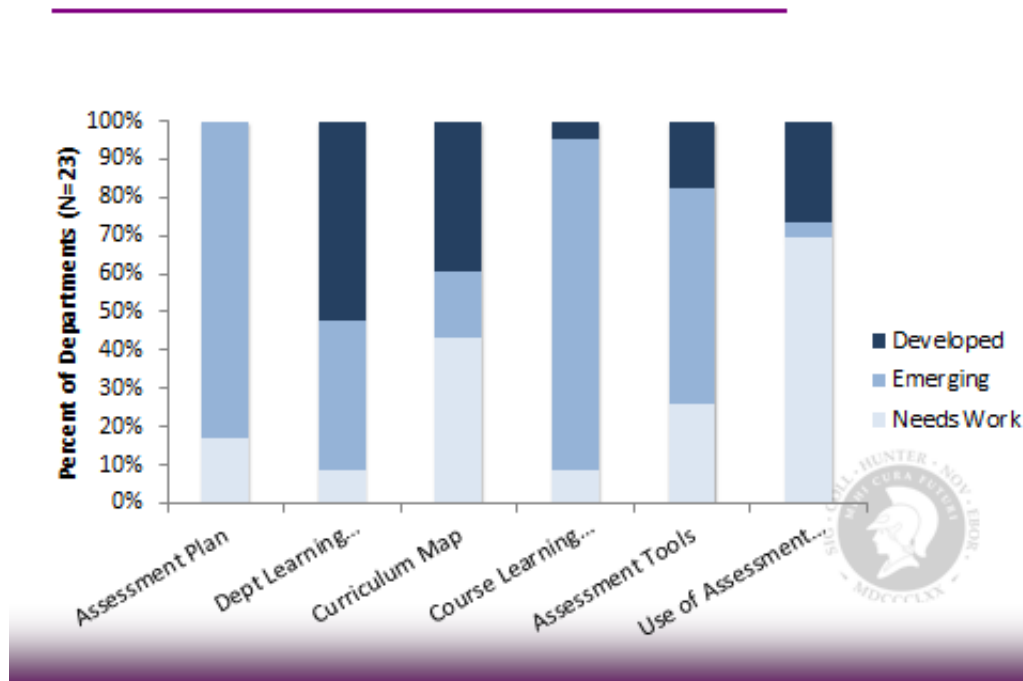
Assessment in the Disciplines (2009)

HUNTER



Assessment in the Disciplines (2013)

HUNTER



Response to MSCHE:

HUNTER

Assessment now takes place at all levels and in all units

- All the above-mentioned efforts are monitored by the Offices of the Vice Presidents for Academic Affairs, Student Affairs, Finance and Administration, and Institutional Advancement. The results are used to inform program and curricular development, funding for initiatives and hiring decisions, as you will see in section 6.



Response to MSCHE:

HUNTER

Resources are allocated to Strategic Plan Goals

- **Research enterprise** (start-up funds, award programs, seed money, new facilities for research and creative activity): *Presidential Travel Faculty Advancement Awards*
- **Student Success** (scholarships, advising, mentoring and engagement, academic programs and curricula, internships, cohort groups): *Undergraduate Research Initiative and Presidential Awards for Student Engagement*
- **Accountability, Assessment and Inclusiveness** (outreach, compliance, communications, assessment personnel) *new Assistant Provost position, ACERT, Homecoming Day*
- **Building Hunter's future campus** *on the UES, in East Harlem, Tribeca, at Belfer, with MSKCC*
- **Aggressively seeking new resources** (via philanthropy, research support, lobbying the city and state, entrepreneurship) *\$45M Library Campaign*



Questions? Comments?

HUNTER

- **Next steps:**
 - Community sends comments to pr@hunter.cuny.edu by Friday, May 14th
 - Report redrafted and submitted to MSCHE by June 1st with Verification of Compliance documentation
 - Use the PRR process and results to get stronger
 - What are the things you want us to explore together further?
 - What do you think is the best way of building on this foundation to further Hunter's own strategic goals?



APPENDIX III

THE CITY UNIVERSITY OF NEW YORK
2014-2015 ACADEMIC CALENDARS

FALL 2014

August 2014:

Th 28First Day of Classes - Fall 2014

September 2014:

M 1LABOR DAY - COLLEGE IS CLOSED

Tu 23Classes follow a Friday Schedule

W 24 - F 26.....No classes scheduled

October 2014:

Fr 3 - Sa 4No classes scheduled

Su 12No classes scheduled

M 13COLUMBUS DAY - COLLEGE IS CLOSED

November 2014:

Th 27-Su 30.....THANKSGIVING RECESS - COLLEGE IS CLOSED

December 2014:

Tu 16Reading Day

Tu 16 - Tu 23.....Final Examinations for Fall Semester 2014

Tu 23End of Fall 2014 Term

W 24 - Th 25COLLEGE IS CLOSED

W 31COLLEGE IS CLOSED

SPRING 2015

January 2015:

Tu 1COLLEGE IS CLOSED

Th 19MARTIN LUTHER KING JR. DAY - COLLEGE IS CLOSED

W 28First Day of Classes - Spring 2015

February 2015:

Th 12LINCOLN'S BIRTHDAY - COLLEGE IS CLOSED

M 16PRESIDENTS' DAY - COLLEGE IS CLOSED

W 18Classes Follow a Monday Schedule

April 2015:

F 3 - Sa 11SPRING RECESS – No classes scheduled

May 2015:

Su 17.....Reading Day

M 18 - F 22.....Final Examinations for Spring Semester 2015

Su 24.....End of Spring 2015 Term

M 25MEMORIAL DAY - COLLEGE IS CLOSED

APPENDIX IV

Draft Learning Outcomes for U.S. Experience in its Diversity Hunter Core Requirement

Prepared by Andrew Polsky (Acting Dean of Arts and Sciences), Charles Tien (Political Science), and Angelo Angelis (History), 4/17/14

I. CUNY Pathways Learning Outcomes

A course in this area must meet **all** of the following learning outcomes. A student will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

In addition, to be approved for inclusion in the U.S. Experience in its Diversity Hunter Core Requirement, a course must meet the following CUNY Pathways Learning outcomes:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

and *either* of the following CUNY Pathways Learning outcomes:

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

II. Hunter College U.S. Experience in its Diversity Learning Outcomes

To be approved for inclusion in the U.S. Experience in its Diversity Hunter Core Requirement, a course in this area must meet **all** of the following learning outcomes. A student will, as a result of this course:

- Explain and interpret original historical source documents.
- Discuss historical change over a broad span of time (at least a century).
- Explain how U.S. institutions, especially political institutions, have shaped and been shaped by social structures and relationships (cultural, gender, economic, racial, and/or ethnic) in the United States.
- Compare and contrast the historical experiences of two or more broadly defined ethnic and/or racial groups

MINUTES

Meeting of the Hunter College Senate

22 October 2014

1 The 565th meeting of the Hunter College Senate was convened at 3:41 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 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 **Minutes:** The minutes from April 23rd and May 7th were approved as distributed.
 11
 12 **Report by the** Eija Ayravainen, Vice President for Student Affairs and Dean of Students, said the following:
 13 **Provost and**
 14 **Vice President** “I was asked to introduce new members to our team. We have Sarah Farsad, our new Enrollment
 15 **for Student** Director for Student Affairs. She will be working with many departments including the Office of
 16 **Affairs:** Institutional Research. I am also introducing Christopher Aviles, who will be working with
 17 Shannon Salinas. JoyAnn Hopkins is joining our Financial Aid Office. Last, we have Derrick
 18 Yen, an IT Associate. He is working with us on getting more information on our freshmen and
 19 transfer students. He is also working with ICIT and Admissions on getting more accurate data.
 20 Thank you very much”.
 21
 22 Vita Rabinowitz, Provost, presented a report on new faculty. See Appendix II.
 23
 24 **Report by the** **The following is a summary statement of President Raab’s report to the Senate. She said:**
 25 **President:**
 26 “I am extremely proud of all these recruits.
 27
 28 I want to talk about new initiatives coming up on the agenda. We had not included this news in
 29 the Open Line because it was not signed-and-sealed yet. This is our partnership with New York
 30 State to create new art teachers for public schools. Hunter is an incredible leader in education,
 31 particularly under Dean Steiner’s leadership. I think that is something I would like to talk about at
 32 our next meeting. There is a new reform in the state education system, including new tests.
 33 Hunter is on the top, leading in CUNY and New York State, something to be very proud of. We
 34 also have an extraordinary School of Arts & Sciences. We are able to marry the two institutions to
 35 create people that are experts of pedagogy and experts in substantive areas, making great teachers.
 36 This was exactly why Thomas Hunter started Hunter College. We previously mentioned in
 37 passing what we did with our Chinese education program. We have trained the best in this role.
 38 Similarly, we have a very strong music education program. We have been very proud to support
 39 this program. We later on moved to the dance education program. We have been working with
 40 this body for the last 4 to 5 years. We graduated the first scholars last year. Teachers graduating
 41 from these programs find jobs immediately. There is a lot of support for these teachers and these
 42 enterprises are flourishing. This summer, we received a wonderful opportunity. Lincoln Center
 43 decided that it needs a more concentrated way to train teachers. But, they don’t have the ability to
 44 train teachers. We entered into a partnership. They have raised a significant amount of money to
 45 run this art teacher education program. The city also increased the number of available positions
 46 for art educators. The Mayor announced a 23 million dollar investment in arts education in the
 47 city, including 20 teaching jobs that will be going to Lincoln Center teacher trainees. These
 48 Lincoln Center fellows will become Hunter students. Lincoln Center selects the students that
 49 would like to become dance and music teachers, and refers them to Hunter College. The faculty
 50 and deans from Education and Arts & Sciences have a process for selecting the students. The
 51 students will be selected by Hunter. Lincoln Center thought that it

55 would be important to offer an accelerated teaching program. So, these are fast-tracked programs.
56 The students are certified in the classroom while they are getting their Master's. Over the
57 summer, we started working with the students in the beginning of a program where they can take
58 the certification exam in January so that they could get into the Master's program. Dean David
59 Steiner is presenting a proposal for consideration. I very much hope for approval. They picked
60 Hunter College because of our incredible success in training teachers. The DeBlasio
61 administration is working on the shortage of art programs. We found an opportunity where the
62 city is willing to put resources into something we do so well. We will be partners with the city.
63 We will be working with the Art department in training teachers in the liberal arts. Next will be
64 the Theater department. This is a great opportunity for our students.

65
66 I wanted to also talk about the student engagement initiative. We have been working together on
67 this. Last year, we talked about what we can do to help retain our students and help them graduate
68 in 4 or 6 years. We also asked the faculty to work with us. I just met with Prof. Michael Steiper,
69 Chair of the Student Success Committee. He will be calling his committee together. His
70 committee has discussed an early alert system to help prevent failure in the classroom. We have
71 been working with Advising and faculty advisors in the departments. I've heard that the
72 advertisement of the subway map that says "take 15" is very effective. We are emphasizing that
73 it's important that the students stay on track.

74
75 We have good news. We have experienced a significant increase in the number of students
76 graduating within 6 years. We moved from 36% to 50.2% of students graduating in 6 years. This
77 is a wonderful increase, but it still is not good enough. This means that half our students don't
78 graduate on time. We need our students to stay on track. Research shows that the 15 credits
79 work. We ask that everyone that is in a position to advise students to give them this message."

80
81
82 **Election of**
83 **Ombudsman:**

84 The voting procedures for Ombudsman were previously distributed. Nominations are no longer
85 being accepted, as per the procedure for election of Ombudsman. Two nominees submitted their
86 resume, platform statement, and signed agreement with the President.

87 There was motion to postpone the election to the next meeting due to one of the nominees for
88 Ombudsman not being present at the meeting.

89 The motion carried by voice vote without dissent and the election was postponed to the next
90 meeting.

91
92
93 **Report by the**
94 **Administrative**
95 **Committee:**

96 The Chair, Professor Christa Davis Acampora, presented the report as follows:

97 a) **Special Senate Election for Vacant At-large Seats**

98 In accordance with Article IV, 2H.i & ii of the Charter for a Governance of Hunter
99 College, the Administrative Committee presented the names of all nominees received to
100 date:

<u>Students:</u>	Denise Bolognino (Religion)
	Robert Revzin (Political Science)
	Jacob Daniels (undeclared)

101
102
103 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
104 motion passed by voice vote without dissent.

105
106
107
108
109
110

114 c) **Approved Curriculum Changes**

115 The following curriculum changes as listed in the Reports Part I and Part II dated 22 October
116 2014 have been approved as per Senate resolution and are submitted for the Senate's
117 information. Items in Part I: US-1962 History (Change in degree), US-1963 Anthropology
118 (Add Course To GER 2E), US-1964 Political Science (Change in minor), US-1965 Art & Art
119 History (Change in courses), US-1966 Art & Art History (New courses), US-1967 Art & Art
120 History (Change in degree program), US-1974 Art & Art History (Change in degree
121 program), US-1968 Philosophy (Change in degree program), US-1969A Philosophy (Change
122 in courses), US-1970 Psychology (Change in degree program), US-1972 Computer Science
123 (New course), and UR-1976 Music (Changes to titles). Items in Part II: US-1974 Department
124 of Art & Art History (Change in degree program), US-1928 School of Social Work (Proposal
125 to establish Bachelor of Social Work Degree), *GS-1013 Curriculum & Teaching/Dance
126 (Change in Master's degree in Dance Education). (*This proposal has a challenge period ending on
127 Monday, October 27th. The proposal was approved by the GCSARC pending expiration of the challenge period.)
128

129 **New Business:**

Prof. John Wallach, Political Science, presented the following resolution:

130
131 WHEREAS the Strategic Plan Implementation Proposal for the School of Arts and Sciences
132 presented by Acting Dean Polsky in Spring, 2014 (hereafter known as the Plan) has long-
133 term consequences for the academic work, power, and/or authority of hundreds of faculty and
134 staff of Hunter College;

135
136 WHEREAS there are no by-laws for generating such major proposals within the School or
137 the relationship of such proposals to the authority of the Hunter College Senate;

138
139 WHEREAS there was significant controversy and uncertainty about the meaning and
140 implications of the Plan among faculty asked to vote on it, despite a small number of open
141 forums held by the Acting Dean which most faculty could not attend before they had to vote;

142
143 WHEREAS Acting Dean Polsky is, indeed, an Acting Dean and may not be Dean when the
144 Plan would go into effect;

145
146 RESOLVED the Hunter College Senate asks that any practical implementation of the Plan
147 passed in Spring, 2014 be suspended until
148 (1) by-laws are established for the School of Arts and Sciences, and
149 (2) the implementation of the Plan is vetted and approved via the procedures established by
150 such by-laws.

151
152 The question was called and carried.

153
154 The matter will be treated as "housekeeping", in which case the simple majority of votes are
155 needed for a motion to carry. A voice vote does not ascertain if the motion carries. A
156 vote by clicker produces the following results: 28 in favor, 18 against, and 7
157 abstentions. The motion carries and the resolution is approved.

158
159 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:19
160 PM.

161
162 Respectfully submitted,

163
164
165
166
167 Manu Bhagavan
168 Secretary
169

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excuse

Faculty

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

Students

Denise Bolognino	X
Maria Pia Sifuentes	A
Robert Revzin	X
David Ascienzo	X
Stephanie Barragan	X
Abdul Rad	X
Jacob Daniels	A
Kidus Gebrekidan	X
Christine Hirt	A
Jonathan Ayala	X
Ariela Hazan	X
Emily Skoutelas	X
Jasmine Parham	X
Michelle Zak-Strzalka	X
Jason Sloan	X
Sajda Waite	X
James Stanton	X
Eamon Pickard	A
Victoria Hughes	A
Shawn Rafeey	X
Andy Lall	X
Jonah Garnick	X
Benedict Joson	X
Nishat Tabassum	X
Asad Mannan	A

Roman Povolotskiy	X
Brandon Alexander	A
Pascal Maguin	A
Christopher Lai	X
Abraham Gutman	X
Tamzeed Rahman	A
Javier Picayo	X
Ashley Wong	A
Maria Rodriguez	X
Joseph Lipari	A
Maria Rodriguez	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) A
Mathematics & Statistics	Bill Williams	A
Women & Gender Studies Program	Catherine Raissiguier	A
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
THHP	Sarah Jeninsky	X
Mathematics & Statistics	Barbara Barone	A
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	Anne Seifried	X
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	A
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	A
Program in Religion	David Cereguas	A
Women and Gender Studies Program	Jennifer Gaboury	A
Religion	Barbara Sproul	X

APPENDIX II

Report by the Provost Regarding New Faculty

NEW FACULTY BIOS

School of Arts and Sciences

Catherine Raissiguier, Anthropology

Catherine Raissiguier completed her undergraduate education in France and holds a M.A. in Women's Studies/American Studies and a Ph.D. in Comparative and International Education from the State University of New York at Buffalo. She is the author of *Reinventing the Republic: Gender, Migration, and Citizenship in France* (Stanford University Press, 2010) and *Becoming Women/Becoming Workers: Identity Formation in a French High School* (SUNY Press, 1994). She has taught Women's and Gender Studies at SUNY/Buffalo, the University of Michigan, Middlebury College, University of Oregon, Oregon State University, and the University of Cincinnati. She chaired the Women's and Gender Studies program at New Jersey City University (NJCU) from 2003 to 2010 and continued teaching at NJCU till June 2014.

Konstantinos Krampis, Biological Sciences

Konstantinos Krampis is an Associate Professor in the Department of Biological Sciences and Associate Member at the Center for Translational and Basic Research (CTBR) of Hunter College. His research is focused on methods for large-scale biological data analysis and bioinformatics, using high performance software frameworks, compute clusters and cloud computing. With a seed award from CTBR, Dr. Krampis is currently building a core bioinformatics infrastructure and genome sequencing facility at Hunter College.

Olorunseun Ogunwobi, Biological Sciences

Olorunseun Ogunwobi is an Associate Professor in the Department of Biological Sciences at Hunter College. He is also a member of faculty for the PhD program in Molecular, Cellular, and Developmental Biology as well as the PhD program in Biochemistry. Dr. Ogunwobi received his medical degree at the University of Ibadan, Nigeria in 2000 and a Master's degree in Biomedical Science by the University of Hull, United Kingdom in 2004.

Dr. Ogunwobi's research is focused on studying the molecular mechanisms of metastasis in solid organ cancers and his lab includes examination of the role of circulating tumor cell biology and epigenetics in the metastasis of solid organ cancers and the biological mechanisms underlying racial disparities in specific solid organ cancers.

David Petrain, Classical & Oriental Studies

David Petrain received his Ph.D. in Classical Philology from Harvard University in 2006. After this he taught as an assistant professor at Vanderbilt University before coming to Hunter. David works on Greek and Latin poetry, and on the narrative art of the ancient world. His recent book, *Homer in Stone* (Cambridge University Press, 2014), brings together these two main areas of his research in a study of the *Tabulae Iliacae*: the "Iliac tablets" are a group of stone plaques created at the dawn of the Roman empire that reimagine the story of Homer's *Iliad* and the Trojan War through a series of carved images and inscribed text. The tablets combine word and image to create a new language for expressing ideas about Roman identity. With colleagues from the University of Warsaw (Poland), he co-edited *The Muse at Play* (De Gruyter, 2013), a collection that offers one of the most comprehensive treatments available of riddles, word games, and other phenomena of verbal play in ancient poetry. He has published articles on various topics including ancient public libraries and epigrams preserved on papyrus and stone.

Bing Ying Hu, Classical & Oriental Studies

Bing Ying Hu received her B.A. in Economics/Asian Studies from Skidmore College and her M.A. in Teaching Chinese from Hunter College. She worked as the program coordinator and part-time instructor at the newly established Hunter College Chinese Flagship program since 2010. She helped to build the program to become one of the biggest Chinese Flagship programs in the country. As the program coordinator, she contributed to the K-12 Outreach program to provide opportunities for high school and middle school students to learn Chinese. Since 2013, she has served as the Academic Coordinator for more than 65 Flagship students. She has taught Flagship-track language courses at all levels, the innovative Business in China content-based course, and contributed to pilot the program for Hunter College middle school and high School students to enroll in Chinese language courses and ultimately earn college credits.

Kellie Carter Jackson, History

Kellie Carter Jackson is a 19th century historian in the Department of History. Before coming to Hunter College, she was a Harvard College Fellow in the Department of African & African American Studies at Harvard University. Her research focuses on violence as a political discourse, slavery and emancipation in the Atlantic World, historical film, and black women's history. Her manuscript, *Force & Freedom: Black Abolitionists and the Politics of Violence*, examines the political and social tensions preceding the American Civil War and the condition and that led some black abolitionists to believe that slavery might only be abolished by violent force. She is currently co-editing a book with Erica L. Ball on *Reconsidering Roots: Observations on the 40th Anniversary of a TV Mini-Series that changed the Way We Understood American Slavery*.

Chad Euler, Medical Laboratory Sciences

Chad Euler is an Assistant Professor in the Department of Medical Laboratory Sciences (MLS). For the last three years he taught one of the labs in the MLS Clinical Microbiology course as an Adjunct Assistant Professor. Dr. Euler received his undergraduate degree in Microbiology and Molecular Genetics from The University of Vermont in 1998. At Rockefeller University, Dr. Euler performed his Ph.D. thesis work in the laboratory of Dr. Vincent Fischetti, characterizing the role that bacteriophage (bacteria-infecting viruses) play in pathogenesis and survival of the bacterial species, *Streptococcus pyogenes*. This type of bacteria is associated with a number of human diseases, which range from pharyngitis or "strep throat" to necrotizing fasciitis or "flesh eating disease". The focus of this work is to implement new animal infection models and develop novel antimicrobials based on recombinant bacteriophage lytic enzymes.

Daniel Harris, Philosophy

Daniel Harris holds a BA in philosophy at Simon Fraser University in 2007, and completed a PhD in Philosophy in June, 2014 at the CUNY Graduate Center, where he was supported by several competitive awards, including an Enhanced Chancellor's Fellowship, a Doctoral Fellowship from the Social Sciences and Humanities Research Council of Canada, and a Dissertation Fellowship. His research focuses on the philosophy of language and the history of 20th-Century Anglo-American philosophy. His dissertation and recent work defend a new approach to semantics—the interdisciplinary study of meaning in natural languages. His next major project will be a monograph about speech-act theory, which is a branch of the philosophy of language that aims to systematize and explain the many things we do when we speak. Daniel is a co-founder and co-organizer of the New York Philosophy of Language Workshop, which has hosted weekly talks by more than 50 philosophers and linguists from universities around the world since 2011.

Rachel Schutte, Political Science

Rachel Schutte completed her Ph.D. at Michigan State University in August 2014. A scholar of American politics and public policy, her research focuses on decision making in federal appellate courts, with particular emphasis on the collegial and institutional features that constrain and influence the behavior of Supreme Court justices. The overarching goal of her research agenda is to provide an empirical micro-foundation of Supreme Court decision-making, ultimately informing theories of intra-court bargaining and improving our understanding of the Court's opinion writing process. A recipient of a National Science Foundation grant, as well as various departmental and college awards while at MSU, Professor Schutte has gathered original data from the private papers of former Supreme Court justices to examine the behind-the-scenes aspects of the judicial process. Included among her projects are investigations of how the justices work together to produce law and how law clerks affect judicial behavior.

Tyrel Starks, Psychology

Tyrel Starks is a licensed clinical psychologist and biostatistician. He earned his PhD from Southern Illinois University Carbondale's child-clinical psychology program in 2009. He completed an (APA accredited) pre-doctoral internship at MercyFirst, a residential foster home for youth in Syosset, Long Island before joining the Center for HIV/AIDS Educational Studies and Training (CHEST) as a Postdoctoral fellow. He studies substance use and sexual health. He is particularly interested in factors that regulate health behaviors and mental health among people in main partner relationships. His research interests focus specifically on relationship factors that influence substance use and sexual risk behavior. He has published broadly on HIV transmission risk among vulnerable populations. He is the Principle Investigator of an NIH R34 designed to develop and pilot test an enhanced approach to couples-based HIV counseling and testing with gay men which will focus on both sexual and drug-use agreements in the relationship, and how these may impact sexual risk behaviors with non-primary partners.

Nesha Burghardt, Psychology

Nesha Burghardt received her B.A. in Psychology from the University of California at Berkeley and her Ph.D. in Neural Science from New York University. Her research interests involve using animal models to understand the neural circuits that underlie the cognitive impairments and emotional symptoms associated with neuropsychiatric disorders. During her time as a graduate student in the laboratory of Dr. Joseph LeDoux, she addressed fundamental questions about how antidepressant treatment affects fear learning and amygdala function. With her expertise in behavioral neuroscience and mouse genetics she is investigating the neural basis of neuropsychiatric disorders in the following three projects: 1) Developmental Effects of Stress. This project is focused on investigating how chronic stress during adolescence leads to long-lasting changes in the neural circuits implicated in mood and anxiety disorders. 2) Serotonin and Emotional Learning. In this project, she is using optogenetic techniques to identify the circuits involved in mediating the effects of serotonin on fear learning and innate anxiety. 3) Neurobiology of Eating Disorders. The aim of this project is to reveal the mechanisms that increase vulnerability to anorexia nervosa, with a focus on the relationship between anorexia nervosa and dysfunction within circuits mediating mood, anxiety and reward.

Amber Martin, Psychology

Amber Martin is currently a lecturer doctoral in Psychology whose teaching specialties are in child development and experimental methods. Dr. Martin received her Ph.D. in child psychology from the University of Minnesota's Institute of Child Development in 2009. Since then, she has held a post-doctoral researcher position at Barnard College studying deaf children in the US and Nicaragua. Dr. Martin's research examines how language and cognition interact across development, and how deaf children's language learning experiences shape their developing cognition.

Stefan Schlussman, Psychology

Stefan Schlussman has a PhD in Cell Biology and Anatomy from the New York Medical College. His work focused on effects of long-term exposure to drugs of abuse and on examining strains of mice that differ in their responses to drugs of abuse, in an attempt to study neurobiological substrates that may make an individual more vulnerable to the addictive diseases. During his tenure at Rockefeller he served as a CO-PI on a Project within a NIH-NIDA funded P50 Research Center and Director of the Molecular Biology and Quantitative Analysis Core Resource in our Center. He has authored or co-authored over 40 peer reviewed publications.

Jessica Hardie, Sociology

Jessica Hardie received her Ph.D. in Sociology at the University of North Carolina at Chapel Hill and completed a postdoctoral fellowship in Family Demography and Individual Development at Penn State University. She specializes in the areas of sociology of education, inequality, family, and the transition to adulthood. In particular, her research explores how class, race, and gender shape young people's trajectories through adolescence and young adulthood. She has conducted qualitative and quantitative research on adolescent social capital, race and racism in high school, economic resources and romantic relationship quality, and the relationship between maternal health and child well-being. Her current research concerns class and race differences in young women's transitions to adulthood, with attention to how they balance work, school, and family life.

Office of the Provost

Adina Mulliken, Library

Adina Mulliken comes to Hunter College Libraries from Syracuse University, where she was Associate Librarian for Social Work and Allied Services, as well as serving as the Library liaison to the University's Office of Accessibility. She has a strong research background in helping to develop and facilitate informational resources for students with disabilities, including website evaluation and improvement for those who cannot use the internet under regular circumstances. She was awarded the Syracuse University's High Impact Award for leading more than 30 instructional events and reaching over 500 participants in a single academic year. Prof. Mulliken has also worked on Prison Library initiatives and LGBT Outreach.

Elizabethe C. Payne, Provost's Office

Elizabethe Payne has been appointed as the Interim Director of the LGBT Social Science and Policy Center at Hunter College's Roosevelt House. She comes to Hunter from Syracuse University School of Education and the LGBT Studies program where she specialized in qualitative research methodology, critical theory, youth culture, queer girlhoods, and LGBTQ issues in education. Her current research addresses LGBTQ bullying, explores education professionals' experiences working with transgender elementary school students, and the effectiveness of LGBTQ professional development for educators. She is Founding Director of QuERI – The Queering Education Research Institute©, a research and policy center dedicated to bridging the gap between research and practice in the creation of affirming school environments for LGBTQ students and families. Dr. Payne served on the New York State Dignity for All Students Act (DASA) Task Force, the DASA State Policy Group and the New York State School Professional Certification Committee on Diversity. QuERI has moved to Hunter College.

School of Nursing

Nerfertiti Cano, Nursing

Nerfertiti Cano joined the faculty in January, 2014 as a Lecturer. She had been an adjunct Clinical Lecturer at the School of Nursing since 2011. She received a BS in Nursing and a MS as a Family Nurse Practitioner from Lehman College. Currently, she is a student in the Hunter College Doctor of Nursing Practice program. Ms. Cano maintains practice as an FNP in a pediatric clinic, and has previous practice experience in labor and delivery. She teaches in our undergraduate programs, and has taught maternity and pediatric nursing.

Mary Belmont, Nursing

Mary Belmont joins the faculty as a Distinguished Lecturer and she serves as Advisor to the new Nursing Honors Program. She has been an adjunct faculty member at the School of Nursing since 2011, and was an Assistant Professor in Nursing from 1979-81. Dr. Belmont is a Colonel in the U.S. Army, Retired. Her last service was as Commander of the Battlefield Trauma Readiness Program for the 8th Medical Brigade HHC. She received a BSN from Cornell U., an MA in Nursing Education from Columbia U., a MS in Nursing from Hunter College, and an EdD from Columbia U. Teachers College. She has past experience as a staff nurse, nurse practitioner, administrator, research coordinator, educator, and consultant. In 1998 she created a Geriatric Case Management/Home Care agency titled The Golden Group, Inc., for which she continues as the Vice President.

Elizabeth Capetuzi, Nursing

Elizabeth Capezuti joined the faculty in January of 2014 as the William Randolph Hearst Chair in Gerontology Nursing at Hunter-Bellevue School of Nursing and this semester has become the Assistant Dean for Research. Previous to coming to Hunter College, she was a faculty member at NYU's School of Nursing where she held the Dr. John W. Rowe Professorship in Successful Aging. Dr. Capezuti received her master's degree as a geriatric advanced practice nurse from Hunter-Bellevue School of Nursing and her PhD in nursing from the University of Pennsylvania.

She has published extensively in the areas of fall prevention, restraint and side rail elimination, and APN (advanced practice nurse) facilitated models. Findings from Dr. Capezuti's research have been used to draft both state legislation and federal regulations related to nursing home care. She serves on several national boards and has been a consultant to the Hospital Bed Safety Workgroup of the United States Food and Drug Administration and the Center for Medicare and Medicaid Services. She's also consulted internationally in Australia, Italy, Germany, the Netherlands, and Spain

Caroline Hewitt, Nursing

Caroline Hewitt joined the faculty in January, 2014 as an Assistant Professor and Coordinator of the Doctor of Nursing Practice program. She completed her DNS at the CUNY Graduate Center in 2012 and she holds a master's degree in nursing from Massachusetts General Hospital Institute for Health Professions and a BA in History and Dance from Skidmore College. She danced professionally before becoming a nurse. She is board certified as a Women's Health Care Nurse Practitioner and as an Adult Nurse Practitioner, and practices as a Nurse Practitioner for Planned Parenthood in Westchester County. She consults on reproductive health and family planning. She is the past Director of the Women's Health Nurse Practitioner Program at Columbia University School of Nursing. Her research focuses on competency development in the public health workforce.

School of Health Professions

Nicki Silberman, Physical Therapy

Nicki Silberman joins the Department of Physical Therapy, School of Health Professions, as an Assistant Professor and Director of Clinical Education. She received a B.A. from Tufts University, a master of physical therapy degree from the University of Delaware, a DPT from Massachusetts General Hospital Institute of Health Professions, and a PhD from Nova Southeastern University. For the last ten years she coordinated clinical placements for PT students at Long Island University. She will contribute to the PT Department by using her coordination skills as Director of Clinical Education. In addition, she will work with the NYSIM Center building on her dissertation work with High Fidelity Human Simulation for PT students.

Silberman School of Social Work

Rufina Lee, Social Work

Rufina Lee received her MSW from the University of California Berkeley and her Ph.D. in social welfare from Columbia University, where she also completed a post-doctoral fellowship in psychiatric epidemiology. She has taught at Touro College and Columbia University and has served as a research scientist in the Division of Mental Health Services and Policy Research at New York State Psychiatric Institute. Her research interests include ethnic group differences in the severity of mental disorders and interventions for young adults experiencing first-episode psychosis. Dr. Lee will join Silberman's Center for the Advancement of Critical Time Intervention.

Colleen Katz, Social Work

Colleen Katz received her MSW from Columbia University and her Ph.D. from the University of Chicago. Her research interests include the behavioral consequences of child maltreatment, the intergenerational transmission of violent behavior and evidence-supported interventions for traumatized youth. Dr. Katz will be affiliated with Silberman's National Center for Child Welfare Excellence and will teach in the human behavior sequence.

Colleen Henry, Social Work

Colleen Henry received both her MSW and her Ph.D. from the University of California Berkeley. Her research interests include child welfare practice and policy, and the impact on children of exposure to domestic violence. Dr. Henry will be affiliated with Silberman's National Center for Child Welfare Excellence and will be teaching social policy courses.

Alexis Kuerbis, Social Work

Alexis Kuerbis received both her MSW and Ph.D. degree in social work from New York University. An expert in addiction treatment, she has for the past decade been associated with Columbia University's Addiction Services and Psychotherapy Intervention Research Center and has taught at NYU, Mount Sinai Medical School and St. Joseph's College of New York. Her research focuses on evaluating innovative methods for treating alcohol abuse through moderated drinking approaches, with a special interest in problem drinking among older adults. Dr. Kuerbis will teach courses in alcoholism and substance abuse as well as clinical practice.

School of Education

Bonnie Keilty, Special Education

Bonnie Keilty received her Ed.D in 2001 from George Washington University. She has taught at several institutions, including Teachers College, NYU, and City College. Her specialty areas are Early Intervention and Early Childhood Special Education. She is the author of *The Early Intervention Guidebook for Families and Professionals: Partnering for Success*, published by Teachers College Press, along with numerous peer-reviewed articles and book chapters.

Katherine Furlong-Silverio, Special Education

Kathy Furlong-Silverio has two Masters degrees in special education and social work. She has worked in elementary public schools for nine years as learning specialist, supporting children with IEPs in inclusive classrooms and resource room. She is a former adjunct at Hunter, teaching several practitioner-focused courses, including Learning Lab and Practicum. She joins us as Clinical Professor of Childhood Special Education

Kristen Pavelec, Special Education

Kristen Pavelec joins Hunter College with ten years of classroom experience as a teacher and literacy coach. She received her undergrad degree from Rutgers College and remained with the college after graduating to work with the National Institute of Early Education. Here she researched urban schools throughout New Jersey, until beginning her teaching career with the New York City Teaching Fellows as a special educator. During this time she completed her Master's Degree in Special Education at Hunter College and had worked with Hunter since 2009 as an adjunct professor.

School of Urban Public Health

Brian Pavilonis, School of Urban Public Health

Brian Pavilonis is an Assistant Professor in the Environmental and Occupational Health Program. He received his Ph.D. from the University of Iowa in 2012 in Occupational and Environmental Health and his post-doc from Rutgers University in 2014 in Exposure Science. His research focuses on human exposure assessment and health effects from air pollution.

Meredith Manze, School of Urban Public Health

Meredith Manze received her BA from Johns Hopkins University in Public Health & Sociology, MPH in Maternal & Child Health and PhD in Health Services Research, both from the Boston University School of Public Health. She worked as a Project Manager and Instructor in the Boston University School of Medicine's Healthcare Disparities Research Program, prior to coming to Hunter College in the Urban School of Public Health last year as a Visiting Assistant Professor. She is joining Hunter College as a tenure-track Assistant Professor in Community Health (COMHE) and director of the COMHE undergraduate program. Her research interests include sexual health and health care.

10 December 2014

TO: Members of the Hunter College Senate
FM: Senate Office

RE: **Approved Curriculum Changes**

Substantive items listed below were previously mailed to Senators and Department Chairs. Thus, an opportunity for challenge and/or correction was provided. In accordance with Senate resolution the proposals for substantive changes are not attached, but are available in the Senate Office for inspection.

UNDERGRADUATE SUBSTANTIVE CHANGES

HISTORY

- US-1982 -Change in course: HIST 363
- US-1983 -Add P&D/B designation to HIST 250.04
-Add P&D/A designation to HIST 276.50 and HIST 341.20

RUSSIAN DIVISION/CLASSICAL & ORIENTAL STUDIES

- US-1959 -New course: RUSS 215
- US-1985 -Change in degree program: New concentration in Russian translation

PHILOSOPHY

- US-1980 -New minor in Political Theory

(Approved by Undergraduate Course of Study Committee on 12/2/13)

GRADUATE SUBSTANTIVE CHANGES

SCHOOL OF URBAN PUBLIC HEALTH

- GS-1018 -Change in Environmental and Occupational Health Sciences
(EOHS) Master of Science (MS) Degree Program
- GS-1019 -Change in courses: PH 737 and EOHS 755

CURRICULUM & TEACHING

- GS-1014 -New Certificate Program: Post Master's Certificate in Early Childhood
Education
- GS-1016 - Change in TESOL Advanced Certificate Programs

CURRICULUM & TEACHING/ART & ART HISTORY

- GS-1015 -New MA in Visual Arts Education
-New Courses: ARTED 710, 711, and 712

(Approved by graduate Course of Study Committee on 12/1/13)

UNDERGRADUATE ROUTINE CHANGES

Page #:

UR-1986	DEPARTMENT OF CLASSICAL AND ORIENTAL STUDIES/ DIVISION OF CLASSICAL AND ORIENTAL STUDIES -Changes to several courses: RUSS 301, 302, 314, 315, 317, and 318	3-8
UR-1987	ENGLISH -Change to ENGL 342	9

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Advanced Russian I	Name	Advanced Russian I (unchanged)
Course & Prefix	Russ-30100	Course & Prefix	Russ-30100 (unchanged)
Pre and/or Co Requisites	Prereq. Russ-20200 or equivalent	Pre and/or Co Requisites	Russ-20200 or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Speaking, writing and reading Russian. Sentence structure; oral and written reports.	Description	<u>Mastery of grammar in its application to writing, listening comprehension and oral expression.</u>
		Effective Term	Fall 2015
<p>Rationale: The new description reflects more precisely the overall orientation of the course which has always focused on the advanced mastery of grammar in its application to writing, listening comprehension and oral expression. The new description will clarify the course's difference from Advanced Russian II and from Reading Russian I and II.</p>			

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Advanced Russian II	Name	Advanced Russian II (unchanged)
Course & Prefix	Russ-30200	Course & Prefix	Russ-30200 (unchanged)
Pre and/or Co Requisites	Prereq. Russ-20200 or equivalent	Pre and/or Co Requisites	Russ-20200 or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Reading and critical analysis of selected literary and journalistic texts. Consideration of levels of style, problems of idiom and syntax.	Description	<u>Intensive study of grammar. Consideration of levels of style, problems of idiom and syntax. Oral and written reports.</u>
		Effective Term	Fall 2015
Rationale: The new description reflects more precisely the overall orientation of the course which has always focused on the mastery of grammar in its application to writing, listening comprehension and oral expression. The new description will clarify the course's difference from Advanced Russian I and from Reading Russian I and II.			

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Title and Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Advanced Russian Grammar	Name	<u>Reading Russian I</u>
Course & Prefix	Russ-31400	Course & Prefix	Russ-31400 (unchanged)
Pre and/or Co Requisites	Prereq. Russ-20200 or equivalent	Pre and/or Co Requisites	Russ-20200 or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Intensive grammar review. Practice in written composition with aim of improving style. Word order and idiom.	Description	<u>Reading and critical analysis of selected literary and journalistic texts from various disciplines. Grammar review through reading.</u>
		Effective Term	Fall 2015
<p>Rationale: The new title reflects more precisely the overall orientation of the course which has always focused on the practical relevance of grammar in advancing reading competency. The course under the new title will appeal to students from other disciplines who want to be able to read Russian texts in the original. In addition, the new description and title will clarify the course's difference from Advanced Russian I and Advanced Russian II with their traditionally more narrow focus on grammar.</p>			

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Title and Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Advanced Russian Grammar and Stylistics	Name	<u>Reading Russian II</u>
Course & Prefix	Russ-31500	Course & Prefix	Russ-31500 (unchanged)
Pre and/or Co Requisites	Prereq. Russ-20200 or equivalent	Pre and/or Co Requisites	Russ-20200 or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Practice in written composition; consideration of verbal aspects, cases, syntax and idiomatic language.	Description	<u>In-depth study of syntax and idiomatic language to improve reading competency.</u>
		Effective Term	Fall 2015
<p>Rationale: The new title reflects more precisely the overall orientation of the course which has always focused on the practical relevance of grammar in advancing reading competency. The course under the new title will appeal to students from other disciplines who want to be able to read Russian texts in the original. In addition, the new description and title will clarify the course's difference from Advanced Russian I and II with their traditionally more narrow focus on grammar.</p>			

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Practical Aspects of Translation	Name	Practical Aspects of Translation (unchanged)
Course & Prefix	RUSS 31700	Course & Prefix	RUSS 31700
Pre and/or Co Requisites	ENGL 12000; RUSS 20200; or equivalent	Pre and/or Co Requisites	ENGL 12000; RUSS 20200; or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Introduction to techniques of translation. Translations of political, journalistic, commercial, scientific and literary texts.	Description	<u>Examination of the lexical, morphological and syntactic aspects of language in translation, focusing on the comparative presentation of these aspects in Russian and English.</u>
		Effective Term	Fall 2015
Rationale: The new description reflects better the overall orientation of the course where a range of linguistic components of Russian and English are examined to prepare students for future work in the translation field.			

Hunter College
Department of Classical and Oriental Studies
Division of Classical and Oriental Studies

Routine Change in Description

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Name	Advanced Translation	Name	Advanced Translation (unchanged)
Course & Prefix	RUSS 31800	Course & Prefix	RUSS 31800
Pre and/or Co Requisites	ENGL 12000; RUSS 20200; RUSS 31700 or equivalent	Pre and/or Co Requisites	ENGL 12000; RUSS 20200; RUSS 31700 or equivalent (unchanged)
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Continuation of RUSS 317 on an advanced level. Further development of skills in translating diverse materials from Russian to English and from English to Russian	Description	Continuation of RUSS 317 on an advanced level. Application of the theoretical and practical knowledge of translation to discipline-specific areas, including medical, legal, academic, scientific, and literary translation.
		Effective Term	Fall 2015
Rationale: The new description reflects better the overall orientation of the course with its focus on the application of the theoretical and practical knowledge of translation to discipline-specific areas, including medical, legal, academic, scientific, and literary translation.			

Department of English
Routine Change in English 34200 Topics in Rhetoric

FROM (strike through the changes)		TO (<u>underline</u> changes)	
Name	Topics in Rhetoric	Name	Topics in Rhetoric
Course & Prefix	Engl 34200	Course & Prefix	Engl 34200
Pre and/or Co Requisites	Prereq: Engl 22000	Pre and/or Co Requisites	Prereq: Engl 22000
Hours (per week)	3	Hours (per week)	3
Credits	3	Credits	3
Description	Topics vary from semester to semester. Course will focus on the persuasive function of language in relation to a special theme, theoretical issue, or cultural consideration. May be repeated once for credit with a different topic.	Description	Topics vary from semester to semester. Course will focus on the persuasive function of language in relation to a special theme, theoretical issue, or cultural consideration. May be repeated <u>multiple times</u> for credit with a different topic.
		Effective Term	Spring 2015
Rationale: When we revised our curriculum in 2012-13 we made clear in our program description that this course may be taken multiple times in different topics to fulfill both required and elective courses. It seems we didn't notice at that time that the catalogue language stated the course could only be repeated once for credit. This clarifies and makes consistent that the course can be repeated for credit with a different topic.			

Consultation Statement:

Is the proposed change likely to affect other Departments or Programs?

NO YES – If yes, list department/program:

Has the Department/Program been consulted? NO YES N/A

Is this course cross-listed? No. If so, please list all courses.

10 December 2014

**RESOLUTION RE CHANGE IN STRUCTURE OF
SENATE COMMITTEE ON ACADEMIC ASSESSMENT & EVALUATION**

RESOLVED: The structure of the Hunter College Senate Committee on Academic Assessment & Evaluation shall be altered so as to permit the election of Deputy Chairs. Deputy Chairs shall be any voting member of the committee. The structure of the committee shall also include a HEO representative and a HEO Alternate.

FROM:

The committee will consist of:

- 1) One full-time faculty from each division of the School of Arts and Sciences
- 2) Three full-time faculty members at-large from the School of Arts and Sciences
- 3) One faculty from each of the Schools of Education, Social Work, Nursing, Health Sciences
- 4) Two students-at-large from the School of Arts and Sciences
- 5) The Director of Assessment
- 6) The Chair shall be a faculty member elected by the voting membership of the Committee and, serving ex-officio without vote:
 - 1) The Deans of the schools of Arts and Sciences, Social Work, Nursing, Education and Health Sciences (or their respective designees)
 - 2) The Chief Academic Officer and the Vice President of Student Affairs (or their respective designee)
 - 3) The Director of Institutional Research

TO:

The committee will consist of:

- 1) One full-time faculty from each division of the School of Arts and Sciences
- 2) Three full-time faculty members at-large from the School of Arts and Sciences
- 3) One faculty from each of the Schools of Education, Social Work, Nursing, Health Sciences
- 4) Two students-at-large from the School of Arts and Sciences
- 5) The Director of Assessment
- 6) The Chair shall be a faculty member elected by the voting membership of the Committee
- 7) The Deputy Chair shall be a voting member elected by the voting membership of the Committee**
- 8) A HEO representative and a HEO Alternate**

and, serving ex-officio without vote:

- 1) The Deans of the schools of Arts and Sciences, Social Work, Nursing, Education and Health Sciences (or their respective designees)

- 2) The Chief Academic Officer and the Vice President of Student Affairs (or their respective designee)
- 3) The Director of Institutional Research

RATIONALE: The scope of concern of this committee is sufficiently great to warrant shared responsibility for committee leadership. The availability of a Deputy Chair will allow the committee, if it so chooses, to elect the Director of Assessment so as to achieve better coordination with that office. Additionally, the structure will facilitate continuity and support leadership transitions. The addition of HEO representatives will allow the participation of those charged with assessment activities in some larger departments.