

TO: Members of the Hunter College Senate
FM: Senate Administrative Committee
RE: Meeting of the Hunter College Senate

WEDNESDAY, 13 May 2015, from 3:30 to 5:25 P.M., Room W714

AGENDA

1. Meeting Minutes
2. 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, if any.
 - b) **Approved Curriculum Changes**
The following curriculum changes as listed in the attached Report Part I dated 13 May 2015 have been approved as per Senate resolution and are submitted for the Senate's information. Items: US-1992 Anthropology (Proposal for new minor), US-2014 Classical & Oriental Studies/Classics Division (Change in courses), US-2009 Music (New course), US-2015 Psychology (New courses), US-2012 School of Social Work (New Courses) US-2013/GS-1052 Urban Affairs & Planning (Department name change), GS-1053 Urban Affairs & Planning (Change in MS in Urban Affairs), GS-1054 Urban Affairs & Planning (New Courses), GS-1046 Biological Sciences (New course), GS-1056 Geography (New Program), GS-1057 Geography (Change in courses), GS-1041 School of Nursing/School Of Urban Public Health (Change in degrees), GS-1036 Special Education (Proposal to change degree program), GS-1037 Special Education (Proposal for new degree program and new courses), GS-1048 Special Education (Change degree program), GS-1049 Special Education (Change degree program), GS-1050 Special Education (Change degree program), GS-1051 Special Education (Change in degree program), GS-1058 Special Education (Changes in existing courses) GS-1043 School of Urban Public Health (New courses), GS-1044 School of Urban Public Health (Change in existing courses).
 - c) **Proposal to Establish the Program in Human Rights in the Hunter College School of Arts & Sciences**
 - d) **Reminder: Special Meeting May 20, 3:30-5:25pm, Lang Recital Hall, 424HN**
3. Report by the Budget Committee
4. Report by the Charter Review Committee: Second Reading of Second Batch
5. Report by the Committee on the Evaluation of Teaching
6. Report by the Committee on Computing & Technology
7. Report by the Committee on Academic Assessment & Evaluation
8. Old Business
Report by the Library Regarding CUNY Institutional Repository
Report by Departmental Governance Committee
9. New Business

13 May 2015

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

RE: **Approved Curriculum Changes- Part I**

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

US-1992	ANTHROPOLOGY -Proposal for new minor in Middle East Studies
US-2014	CLASSICAL & ORIENTAL STUDIES/CLASSICS DIVISION* -Change in courses: GRK 311 and LAT 316
US-2009	MUSIC -New course: MUSHL 220
US-2015	PSYCHOLOGY -New courses: PSYCH 363, 364, 365, 366, 367, 381, 382, 384, 385, and 386
US-2012	SCHOOL OF SOCIAL WORK -New Courses: SW 201, 310, 311, 330, 331, 320, 340, and 350
US-2013 /GS-1052	URBAN AFFAIRS & PLANNI -Department name change

(Approved by Undergraduate Course of Study Committee on 4/28/15 and 5/5/15)

GRADUATE SUBSTANTIVE CHANGES

GS-1046	BIOLOGICAL SCIENCES -New course: BIOL 640
GS-1056	GEOGRAPHY -New Program: MS in Geoinformatics
GS-1057	-Change in courses: GTECH 721, 722, 732
GS-1041	SCHOOL OF NURSING/SCHOOL OF URBAN PUBLIC HEALTH -Change in degrees: Community/Public Health Nursing/Urban Public Health Program (MS/MPH) and Community/Public Health Clinical Nurse Specialist (MS)

- SPECIAL EDUCATION**
- GS-1036 -Proposal to change degree program: Alternative Certification Adolescent Special Education Generalist, 7-12
- GS-1037 -Proposal for new degree program: Master's Degree in Applied Behavioral Analysis
-New courses: EDABA 750, 755, 770, 771, 780, and 781
- GS-1048 -Change degree program: MSED in Early Childhood Special Education, Program 1 Dual Certification program
- GS-1049 -Change degree program: MSED in Early Childhood Special Education, Program 2
- GS-1050 -Change degree program: MSED in Early Childhood Special Education with Severe/Multiple Disabilities Annotation
- GS-1051 -Change in degree program: MSED Early Childhood Special Education Alternative Certification Program
- GS-1058 -Changes in existing courses: SPEDE 768, 769, 770, 771, 772, 773, and 774
- SCHOOL OF URBAN PUBLIC HEALTH**
- GS-1043 -New courses: BIOS 753, EPI 764, 763, 762, 761, 760, 772
- GS-1044 -Change in existing courses: PH 752, 750, 737
- URBAN AFFAIRS & PLANNING**
- US-2013
/GS-1052 -Department name change
- GS-1053 -Change in MS in Urban Affairs
- GS-1054 -New Courses: URBG 700 and 701

(Approved by Graduate Course of Study & Academic Requirements Committee on 5/4/15 and 5/11/15.)

Proposal to Establish
The Program in Human Rights
In the Hunter College School of Arts & Sciences
May 6, 2015

- A. The proposal is to create an academic unit with responsibilities for the existing curriculum in Human Rights (approved in 2010).
- B. Instructional expectations include overseeing curriculum, program requirements, and policies in the Human Rights Program. The proposal does not immediately affect the approved curriculum.
- C. Staffing expectations resemble those indicated in the original curriculum proposal. Per the attached governance proposal, membership in the Human Rights Program shall be open to all those with faculty rank and lecturers holding a Certificate of Continuing Employment at Hunter College who participate in the activities of the program. This shall include all full-time faculty who have taught HRP or cognate courses within the last five years, organized human rights events, demonstrated through an ongoing record of publications or creative activities a sustained scholarly interest in human rights, or otherwise encouraged human rights education and scholarship at the college. Membership is open to faculty from all Hunter College Schools.
- D. The proposed program is interdisciplinary and shall be independent of any department. (Faculty shall remain in their home departments.) Selection for participation in the program shall follow the approved governance document.
- E. Plan for governance is attached to this proposal.
- F. Budget details. See attached for current budget, which is expected to continue as shown.
- G. Relevant resolution is attached to this proposal.

RESOLUTION TO ESTABLISH THE PROGRAM IN HUMAN RIGHTS IN THE
HUNTER COLLEGE SCHOOL OF ARTS & SCIENCES

RESOLVED, that effective July 1, 2015, the Hunter College Program in Human Rights shall be established in the School of Arts & Sciences.

EXPLANATION: Over the past twenty-five years, the study of human rights has emerged as an important field of academic inquiry (see tables 1 and 2). Scholars representing a wide range of disciplines have joined together in a collaborative effort to address the complex cultural, social, economic, and legal challenges facing international organizations and courts of law that defend victims of political and economic violence, as well as basic questions about the relationship between human beings and political life. Human rights courses are now regularly offered on college campuses across the country, in the social sciences, humanities, education, law and public health.

In 2010, a Human Rights curriculum was approved at Hunter College, offering students the possibility of taking either a 15-credit minor or a 24-credit certificate. The program has since become an ever more popular option for students, and boasts a diverse roster of eminent faculty from around the college. The creation of this academic unit will allow the program to grow and develop, including expanding and renewing its curriculum and creating new opportunities for students. In devising this proposal, a governance plan was created by the program faculty. The plan has the support of the administration. It is on file in the Hunter College Senate office.

All faculty affiliated with the program shall continue to reside in their home departments.

Hunter College Human Rights Program

2014-2015 Budget

Faculty Salary

Director, as Distinguished Lecturer

Teaching 2/2 w/ 1 course release for admin duties* \$114,104

Adjunct Faculty Salaries

84,000

Program Administrative Salaries

P/T College Assistant, 1040 hours @

\$20 20,800

P/T College Salary, 1040 hours @ \$18 18,720

Summer salary of Director as Non-Teaching
Adjunct 16,944

Program Budget for Student Lunches, Events, Expenses not paid through Roosevelt House

10,000

Student Engagement Funds

2,500

Travel grant

1,000

Share of Roosevelt House salaries and Expenses

OTPS (20% of Roosevelt House) \$3,000

Other administrative support (events, communications) \$25,000

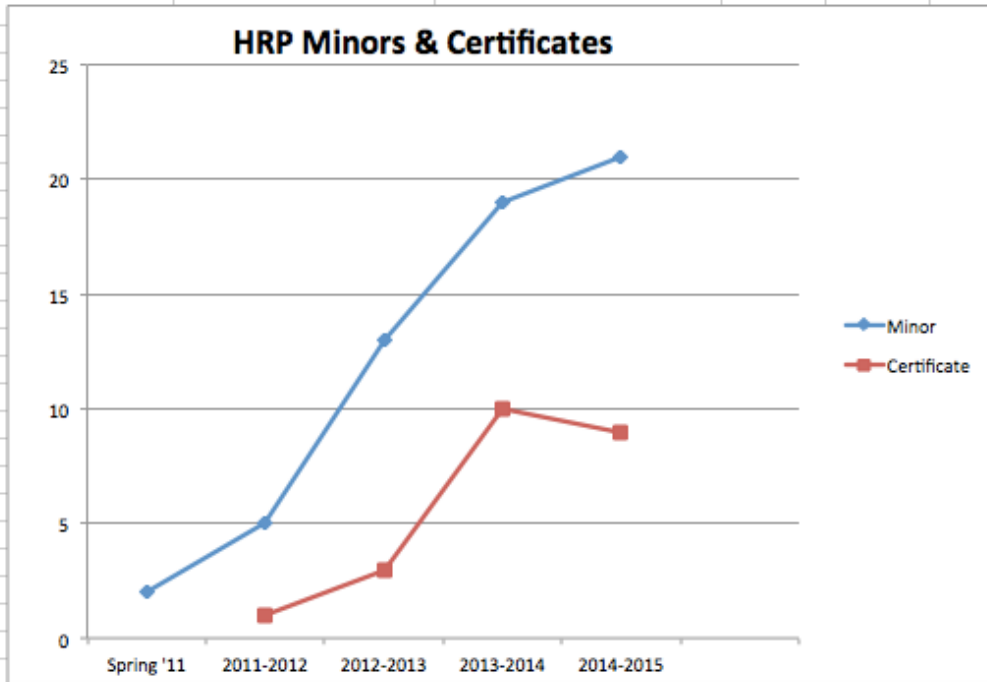
TOTAL

\$296,068

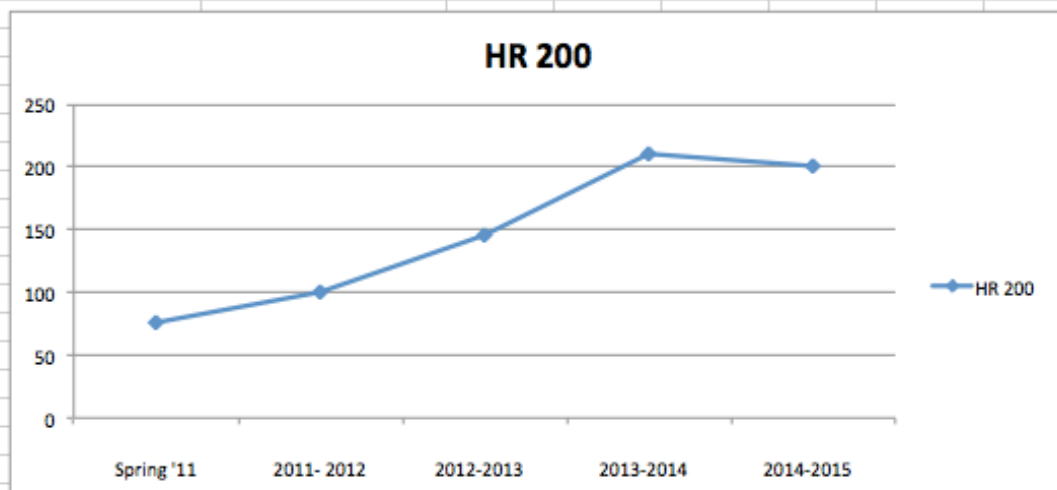
*Largely paid by 100,000 annual gift from Rita Hauser

Tables 1 and 2: Student Participation in Human Rights Curricular Structures & Courses

	Minor	Certificate
Spring '11	2	
2011-2012	5	1
2012-2013	13	3
2013-2014	19	10
2014-2015	21	9



Academic Year	HR 200
Spring '11	24
2011- 2012	100
2012-2013	146
2013-2014	211
2014-2015	207



**Human Rights Program
Proposed Governance Structure
May 6, 2015**

Purpose of the Human Rights Program Governance Structure

The Human Rights Program (HRP) at Hunter College seeks to promote the broadest understanding of human rights as an emerging interdisciplinary field of scholarly inquiry. As an academic unit within the college, the program is responsible for: developing, administering, evaluating, and modifying the curriculum in human rights; fostering scholarly inquiry in human rights theory and practice by Hunter College faculty, students, and guest scholars; and encouraging wider public understanding of issues in human rights through public programming at the Roosevelt House Public Policy Institute at Hunter College. To fulfill these responsibilities, the Human Rights Program collaborates with contributing academic departments and with Roosevelt House.

Placement of the Academic Unit and Reporting Structure

As a college-wide program, the Human Rights Program will operate under the auspices of the Provost's Office. The program director reports to the provost.

Faculty Membership

Membership in the Human Rights Program shall be open to all those with faculty rank and lecturers holding a Certificate of Continuing Employment at Hunter College who participate in the activities of the program. This shall include all full-time faculty who have taught HRP or cognate courses within the last five years, organized human rights events, demonstrated through an ongoing record of publications or creative activities a sustained scholarly interest in human rights, or otherwise encouraged human rights education and scholarship at the college. Membership is open to faculty from all Hunter College Schools. All faculty members seeking membership will indicate their interest to the chair of the Policy and Curriculum Committee (see below) and be approved by the committee. The committee will act on each application within two months (or by the end of the first month of a new semester for applications submitted between terms). If denied membership by the committee, a faculty member may appeal to the full program faculty, and a final decision will be made by a vote of this body within three months. Inactive members may be removed by the committee but may appeal to the membership on the same basis as those denied initial membership.

Policy and Curriculum Committee

The Policy and Curriculum Committee (PCC) shall serve as the governing body of the Human Rights Program. Subject to approval through established college governance procedures, the PCC shall: determine the requirements for all approved

degree and certificate programs; devise and propose additional degree programs as appropriate; review and approve all HRP-based courses; certify HRP cognate courses used to fulfill degree programs; establish criteria for selecting faculty, and oversee teaching; propose seminars and other scholarly programs to the director of the Roosevelt House Public Policy Institute; advise the Program Director (see below) on course scheduling; and foster student and faculty interest in human rights. The PCC shall hold at least one meeting of the full program faculty per semester to report on its activities and solicit ideas from the membership.

The PCC shall consist of five faculty members (a chair plus four other members) elected for three-year terms, with the first election to be held in the first semester following approval of the HRP as a self-governing academic unit. The chair shall be elected first, followed by the other members of the PCC. (If there is only one candidate for chair, the balloting for all committee slots may be simultaneous.) A majority of all eligible voters (i.e., all members of the Human Rights Faculty) must vote for such elections to be valid. If a majority does not participate after two election attempts, the provost shall appoint the committee. Not more than one member of the committee may be elected/appointed from any department or, for faculty from schools organized on a program basis, any program. In addition, the HRP director shall serve on the PCC as an ex officio member with vote.

The chair of the PCC (who shall be the faculty head of the program) shall serve for a three-year term, subject to the final approval of the provost. The PCC chair may serve up to two consecutive terms. Previous chairs shall be eligible for reappointment following an interval of three years.

The PCC chair shall schedule meetings of the HRP faculty as needed (but not less than once per semester), guide all curricular initiatives through the college approval process, oversee assessment of program learning outcomes and academic program reviews, represent the HRP in such advisory bodies as the provost or Jonathan Fanton House Director designates, liaise with staff of Roosevelt House, and represent the program as needed in college and House governance and activities. The provost shall determine appropriate compensation for the PCC chair in keeping with patterns set by comparable positions elsewhere in the college.

Program Director

The HRP shall have a Program Director who shall serve as its principal administrator. The Program Director shall be appointed by the provost for a three-year term, renewable at the provost's discretion. The Program Director shall hold faculty status at Hunter College. (If the program director's appointment at Hunter would terminate before the end of a three-year term, the term shall be reduced to correspond to the remaining time on the appointment.)

As the principal administrator of the HRP, the Director will be responsible for the day-to-day running of the program. The Director will: schedule courses and identify faculty members to staff them in consultation with the PCC; recruit contingent faculty as needed; advise students in the HRP; recruit students for the program; supervise internship placements; request departments to schedule cognate courses; cooperate with the Policy and Curriculum Committee, the Roosevelt House staff, and the Roosevelt House director to plan and execute public programs; participate as appropriate in other Roosevelt House and HRP activities; teach courses in the HRP as needed; and promote the scholarly and public profile of the program.

The Program Director shall be reviewed annually by the provost, taking into account a written evaluation of the Program Director's performance from the Policy and Curriculum Committee.

Hunter College, School of Education - Academic Excellence Fee for Graduate Programs:

RESOLVED, that The City University of New York adopt a schedule of academic excellence fees for students in graduate programs in the School of Education at Hunter College, effective with the Spring 2016 semester and as detailed below:

Masters of Arts, Masters of Science, and Advanced Certificates in Education:

Resident Full-time students: \$50 per credit
Resident Part-time students: \$50 per credit
Non-Resident students: \$50 per credit

EXPLANATION: The Hunter College School of Education offers programs in teacher preparation, counseling, educational psychology, and leadership at the graduate level that lead to master's degrees or advanced certificates. These programs are nationally recognized for their outstanding quality, as well as selectivity, and are consistently viewed as among the best in their fields in the New York area. They are accredited by the specialized program associations in their respective fields, and are highly competitive programs in which to gain admissions.

The Hunter College School of Education's nearest competitors are the Steinhardt School at NYU and Teachers College of Columbia University, both of which have much higher tuitions. The very low level of tuition at Hunter, including out-of-state tuition, adds to the perceived value of our graduate education programs, as compared to our private competitors.

Hunter College attracts highly talented students who come expecting not only outstanding faculty but also outstanding support services, including academic advisement, skills workshops, licensure preparation, and career counseling. With the academic excellence fee in place, we will be able to provide the quality of support for our clinically rich programs that we know is essential to success. We will add needed full-time clinical staff that can supervise and consult with our students in the schools and agencies where we place them, integrating the delivery of critical knowledge and skills in the environment where they are practiced. We will expand curricular initiatives and access to technology so that students can practice and improve their professional skills, including those required for certification, which will ensure our graduates are prepared with the latest tools for effective teaching, leadership, or counseling in their careers.

In conclusion, the quality of Hunter's faculty, the reputations of our programs, and the low cost of attendance enhance the desirability among New York residents, as well as those from out-of-state, to attend these programs. With an academic excellence fee, students will continue to receive a Hunter education that is of exceptional quality, but it will be an education that is greatly enhanced in and out of the classroom - and still be financially affordable relative to other comparable programs in New York City.

Office of the Hunter College Senate

Room 1018 East Building
772-4200

Phone:

13 May 2015

Proposed Amendments to Charter Revisions, Batch 1, Second Reading

Article	Proposed	Amendments	Rationale
College Organization			
IV.1.B.i	The word "department" shall mean any unit of the college which that elects members to its Personnel & Budget Committee, and shall include as well the School of Nursing, School of Health Sciences Professions, School of Urban Public Health, School of Social Work and the Library. In addition, for the purposes of Article IV, Student Services shall be included as a department.	The word "department" shall mean any unit of the college which that elects members to its Personnel & Budget Committee, and shall include as well the School of Nursing, School of Health Sciences Professions, School of Urban Public Health, School of Social Work and the Library. In addition, for the purposes of Article IV, Student Services shall be included as a department.	The School of Health Professions has departments. They meet with School of Nursing and School of Urban Public Health to form a division for review of curriculum and P&B matters.
IV.1.B.ii	The word "division" shall mean any unit of the college which has a P & B Committee consisting of representatives of more than one department but fewer than all the departments. They include Humanities and the Arts, Sciences and Mathematics, and Social Sciences (which form the School of Arts and Sciences), School of Education, Schools of Health Sciences Professions.	The word "division" shall mean any unit of the college which that has a P & B Committee consisting of representatives of more than one department but fewer than all the departments. They include Humanities and the Arts, Sciences and Mathematics, and Social Sciences (which form the School of Arts and Sciences), School of Education, School of Together, the Schools of Nursing, Health Sciences Professions, and Urban Public Health comprise a division.	See above.
IV.2.C	[...] other than students in the SEEK Department Program		
VIII.3.D	There shall also be Committees on Curriculum in the School of Arts and Sciences, the Division of the Schools of Health Professions	There shall also be Committees on Curriculum in the School of Arts and Sciences, the Division of the School of Health Professions	The amendment was discussed at the 11 March 2015 Senate. Schools of Health Professions" is the old structure that was later replaced by the School of Health Professions. The change simply removes the "s" from School.
Officers of the Senate			
V.1	At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary. Their term of office shall be one year, and the Chair and Vice-Chair shall not serve in their respective offices for more than three four consecutive terms.	At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, a Nominating Chair , and such other officers as it deems necessary. Their term of office shall be one year, and the Chair and Vice-Chair shall not serve in their respective offices for more than three four consecutive terms.	
V.3	The Chair, Vice Chair, and Secretary of the Senate, together with the Chair of the Evening Council (Article VIII, Section 46) any other officers the Senate deems necessary, shall constitute the	The Chair, Vice Chair, and Secretary of the Senate, and Nominating Chair together with the Chair of the Evening Council (Article VIII, Section 46) any other officers the Senate deems necessary, shall consti-	Previously, the Evening Council Chair was separately elected by <i>another body</i> , and that person held a seat

	Administrative Committee of the Senate. The Chair of the Senate shall be the Chair of this Committee, which will:	tute the Administrative Committee of the Senate. The Chair of the Senate shall be the Chair of this Committee, which will:	on the Administrative Committee. In modern times, the Senate has retained this title and elected someone to hold the title and a seat on the AC even though the group no longer exists.
Article	Proposed	Amendment	Rationale
Senate Terms			
VI.1	The regular term of office for representatives shall be 2 years, extending from mid May 15 of the first year to May 14 just prior to the first meeting of the new Senate the following year. From the members, elected in the initial election, however, one-half shall be selected by lot in each category to serve a single year only. Hence, in the future, one-half of the Senate seats will be filled by the annual elections. Unexpired terms shall be filled at the next scheduled elections.	The regular term of office for representatives shall be 2 years, extending from mid May 15 of the first year to May 14 just prior to the first meeting of the new Senate the following year, in keeping with the calendar approved by the Senate. From the members, elected in the initial election, however, one-half shall be selected by lot in each category to serve a single year only. Hence, in the future, one-half of the Senate seats will be filled by the annual elections. Unexpired terms shall be filled at the next scheduled elections.	The amendment clarifies the term of service by linking it with the calendar approved by the Senate.
XIII.2.d	A Third Reading will be the first order of business after the election of Senate Officers at the first meeting of the Senate after the 14 th of May (Article VI. Section 1). Approval by written ballot by 3/4 of all those present shall constitute adoption, which shall be certified by the Chairperson to the President.	A Third Reading will be the first order of business after the election of Senate Officers at the first meeting of the new Senate after the 14 th of May (Article VI. Section 1). Approval by written ballot by 3/4 of all those present shall constitute adoption, which shall be certified by the Chairperson to the President.	Reflects proposed changes to VI.1

New Articles and Other Substantive Changes

VIII.1.e <i>Proposed new amendment to be replaced with the following substitutions</i>	Committee on Committees
	<p>I. There shall be a Committee on Committees, whose tasks are: (i) to sustain the energetic work of Senate Committees; (ii) to recommend changes in the number and nature of Senate Committees, consonant with the Senate's changing needs; (iii) to ensure the regular reporting of the work of Senate committees to the Senate, and (iv) to recommend changes in the operation and procedures of Senate committees for the sake of the committees and the Senate as a whole. This Committee is to consult with relevant, extant committees whenever feasible.</p> <p>II. The work of the Committee on Committees is not understood to interfere with the work of Senate committees as currently articulated in the Charter.</p> <p>III. Membership in this Committee shall include faculty, staff, and students from various Schools in the college, not amounting to more than nine persons—including the Chair. The Administrative Committee of the Senate shall indicate the representative character of CC membership.</p>
Withdrawn	<p>If at least 40% of a Standing Committee objects to a majority report of the committee to the Senate, a representative of the minority may make a minority report to the Senate.</p> <p>A 3/4 majority of those present and voting in the Senate, having heard both reports, may amend the majority report.</p>

Rationale:

- In line with the aim of the Committee on Charter Review (CCR) to make the Senate a more effective governing body, CCR seeks to assure the complementarity of the work of the Senate's committees and the body as a whole.
- In accord with this aim, we seek to have the work of the committees fully acceptable to the Senate while preserving as much as possible the autonomy of the committees.
- The proposed amendment offers a route for integrating the work of the Senate and its committees besides that of sending a committee report back for further review.
- By providing the opportunity of a Minority Report presented at the Senate, but one that must reach the threshold of 40% within the committee, this amendment assures that significant minorities will have their voices heard in the Senate.
- At the same time, by making the threshold for a Minority Report high, and only accepting amendments to a Majority Report via a supermajority of 75%, this amendment encourages committees to work out their differences in committee.

ADD to VIII.A.1: The responsibilities of the Nominating Committee shall include (i) recommending candidate for Senate officers and membership on standing and select Senate committees; (ii) maintaining the appropriate membership and activity of the Senate committees.

ADD to Article VIII.14:

A. The Senate shall establish...
...2 students; ...by the Senate.

B. The Committee...Section 2. [no change]

C. The Committee's responsibilities also shall include (i) overseeing and sustaining the work of the Senate Committees, in consultation with the Senate committee members and Chairs; (ii) recommending changes in the number and nature of Senate Committees, consonant with Senate's needs, and; (iii) ensuring the regular reporting of the work of the Senate committees to the Senate.

13 May 2015

Further Proposed Charter Revisions, First Reading

Article	Current	Proposed	Rationale
Representation			
<p>III.1</p>	<p>The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide one faculty alternate for each department, being composed of 57% faculty members, 38% students and 5% representatives of the administration, with seats reserved in the following proportions:</p> <p>44% Professors, Associate Professors, Assistant Professors, and Instructors on full-time appointments.</p> <p>13% Lecturers (full-time), Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, and non-faculty department member in the title series College Laboratory Technician and Higher Education Officer.</p> <p>14% Full-time Undergraduate students, other than students in the SEEK Department.</p> <p>11% Part-time Undergraduate students.</p> <p>2% Undergraduate students – SEEK Program.</p> <p>11% Graduate students.</p> <p>5% Administration.</p>	<p>The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide one faculty alternate for each department, being composed of 57⁶⁸% faculty members, 38²⁷% students and 5% representatives of the administration, with seats reserved in the following proportions:</p> <p>44⁵²% Professors, Associate Professors, Assistant Professors, and Instructors on full-time appointments, <u>Distinguished Lecturers, and CCEs (At least 2 from Interdisciplinary Programs; 1 from FDA; 1 from PSC-CUNY; 1 from the SEEK Program. These Senators cannot also represent departments).</u></p> <p>13⁶% Lecturers (full-time), Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, and non-faculty department member in the title series College Laboratory Technician (<u>at least 2</u>) and Higher Education Officer (<u>at least 4</u>).</p> <p>14²²% Full-time Undergraduate students, other than students in the SEEK Department.</p> <p>11²²% Part-time Undergraduate students.</p> <p>2²²% Undergraduate students – SEEK Program.</p> <p><u>22% Undergraduates, including no more than 4 Part-time students and at least 2 SEEK students</u></p> <p>11⁴⁵% Graduate students.</p> <p>5% Administration.</p> <p>Article IV, Section 2. Results of calculations (after meeting):</p> <p>IV.2.A. Replacing 44 with 68</p> <p>IV.2.B. Replacing 13 with 16</p> <p>IV.2.B.ii. Replacing 12 with 15</p> <p>IV.2.B.iii. Replacing 12 with 15.</p> <p>IV.2.C. Replacing 14 with 22.</p> <p>IV.2.C.i. Replacing 9 with 15.</p>	<p>The reduction of student seats reflects long-term participation patterns and trends. Since vacant and abandoned seats diminish the ability of the Senate to do its business, the change is needed to allow the body to operate at full strength. The Charter Review Committee also proposes designated seats for Interdisciplinary Programs, which might have interests distinct from the departments housing participating faculty, and organizations in the college that significantly involve the professional lives of Senate members.</p> <p>Rationale: Numbers of seats reserved for various constituencies must be adjusted to reflect new proportions.</p>

		IV.2.C.ii. Replacing 5 with 7. IV.2.D. Replacing 11 with 4. IV.2.E. Replacing 11 with 5. IV.E.ii & iii. Deleted.	
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Committees: Article VIII, Sections 11 and 16—Delete entirely

11: ~~The Senate shall establish a **Committee on the Calendar**, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), and 2 students and 2 student alternates. The Dean of Students or designee, the Director of Evening Student Services, the Registrar, and the Director of Financial Aid shall serve without vote. The Committee on the Calendar will make recommendations on the College Calendar, and, in consultation with the Faculty Personnel & Budget Committee, on the Bell Schedule. The Committee will also evaluate existing registration procedures and make recommendations regarding changes in registration procedures.~~

16: ~~The Senate shall establish an **Evening Council**, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take a course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.~~

Rationale: The Committee on the Calendar has become obsolete because of the centralized control of the academic calendar resulting from the institutionalization of CUNYfirst. The Evening Council no longer exists.

13 May 2015

**RESOLUTION ON CONSIDERATION OF TEACHER EVALUATION INSTRUMENT
CONTENT**

Resolution:

The evaluation of teaching is a crucial dimension of professional assessment for faculty and it linked with the core mission of the College: the education of its students. In order for the data to be reliable and meaningful for all stakeholders and in alignment with other accountability and assessment measures implemented at Hunter College, the content, including closed ended and open-ended questions as well as the quantity and functionality of the questions needs to be re-examined. The committee resolves to use the next academic year, 2015-2016 to collaborate with other Senate committees, sample students and faculty, and create recommendations for modifying the teacher evaluation instrument content.

Explanation:

The evaluation of teaching has contained the same questions for many years. Some Hunter students have shared that the questions are too long, not relevant, vague, and do not capture the teaching and learning enterprise, as they experience it. This discourages participation. Moreover, with the advent of increased technology platforms, internal and external assessment requirements, there is a need to reconsider the actual content and number of the questions themselves so that it allows for both longitudinal data to be collected across campus and discrete data to be collected and used for relevant departmental needs. For example, in some Hunter College departments the evaluation of teaching data is used to determine whether or not to renew adjunct professors. This resolution announced the intention of the committee to evaluate the usefulness, alignment, transparency, and quantity of question content in order to make recommendations to the full Senate body, and calls on interested parties to participate in examination of best practices and possible revisions.

**RESOLUTION ON INCREASING STUDENT PARTICIPATION IN THE
EVALUATION OF TEACHING**

Resolved:

In order to increase the response rate among the Hunter College student body to participate and complete the evaluation of teaching, the Senate supports the use of multiple mechanisms currently in place at Hunter College for reminding all students to complete the teaching evaluation instrument. These include, but are not limited to, One Stop on Hunter College's home page, e-blasts to students, LED signs throughout Hunter, encouraging Professors to announce it on their respective Blackboard sites, as well as any other mechanisms deemed appropriate by the Senate.

It is further resolved that, the Committee recommends the development of an Evaluation of Teaching App for easy access to the teaching evaluation instrument on mobile devices, to

increase the likelihood that all students will complete teaching evaluations in a timely manner at the end of each course.

An example of what one could email their students could be;

“Thanks for a wonderful year. Please don’t forget to submit the teacher evaluations. Here is a link for your computer or smartphones”

- Smartphone: www.hunter.cuny.edu/mobilete
- Computer: www.hunter.cuny.edu/te

Thank you,

Faculty Member’s Name

Explanation:

In 2012, as part of an overall College strategy to move toward a more comprehensive use of technology throughout the CUNY system, Hunter College rolled out a technology platform for students to use in evaluating teaching each semester, and away from pencil/paper responses. Since implementation, this change has resulted in increasingly diminished response rates from a 70+% average response rate utilizing the paper instrument to a 35.9% response rate in spring 2013. A variety of factors contributed to this decline. The Committee on the Evaluation of Teaching has garnered input from students and faculty and has determined that the current technology communication and delivery systems in place have not been fully utilized to encourage student participation and response rate. Therefore, it’s critical to consider ways to increase the response rate by using a variety of multi-media and other mechanisms that are currently in place and familiar to students in order for Hunter College to collect teaching evaluations from students. Therefore, the committee is recommending a two-prong approach: better communication and a more convenient and accessible means for delivery the survey.

The committee respectfully requests that the Senate accept these resolutions.

Office of the Hunter College Senate

Room 1018 East Building

Phone: 772-4200

13 May 2015

RESOLUTION ON THE USE OF ASSESSMENT RESULTS

RESOLVED: It is the stated policy of the Hunter College Senate, as well as a basic principle of good assessment practice, that the results of assessment activities not be used for promotion, salary, or tenure decisions of faculty, to exclude students from the College or a particular program, nor for any punitive purpose against any faculty or staff member, school, department, program, or any member of the Hunter College community.

EXPLANATION: Creating a faculty-driven assessment culture based on honesty and transparency requires that all members of the Hunter community feel they can trust that information they share will not be used to their detriment.