

# MINUTES

## Meeting of the Hunter College Senate

### 12 December 2018

1                   The 621<sup>st</sup> meeting of the Hunter College Senate convened at 3:40 PM in HW room 714.  
2

3   **Presiding:**       Thomas DeGloma, 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 Senate, and  
8                   clickers were distributed to them.  
9

10 **Minutes:**        The minutes of 24 October were approved as distributed.  
11

12 **Committee**  
13 **Report:**        **Undergraduate Course of Study Committee**  
14                   Professor DeGloma called on Professors Jeanne Weiler and Stefan Schlussman, Co-Chairs of the  
15                   Undergraduate Course of Study Committee, to present the **Procedures for Preparing and Submitting**  
16                   **Curriculum Proposals for College Approval.** The document is available on the Senate website and in  
17                   the Senate Office. Questions and debate followed.  
18

19                   The question to adapt and approve the Procedures for Preparing and Submitting Curriculum Proposals for  
20                   College Approval was called and carried.  
21

22                   The motion carried by voice vote without dissent.  
23

24 **Report by the**  
25 **President**        **President Rabb said the following:**  
26                   “First, happy, happy holidays. Congratulations to everyone for another great semester. Our Senate Chair  
27                   is not feeling well today but he is here, so please give him some support.  
28

29                   “First, I want to report back to the Senate that the Library Search, which has been done by the committee  
30                   elected by the Senate, is moving along. We are very excited that the Search Committee has identified four  
31                   outstanding candidates, one of whom has visited the campus. The other three candidates will be here next  
32                   week. I know it’s a busy time but I would urge everyone who can participate in the public forum to take  
33                   a look at the CVs and letters and share your comments. This is a very important position of leadership in  
34                   terms of supporting faculty; research by students, the scholars and researchers of tomorrow; and, of course,  
35                   for providing academic support and studying space. We are very eager to continue moving forward on  
36                   that track, and we hope everyone will participate.  
37

38                   “Related to that, I want to thank the Master Plan Committee and Library Committee for working together.  
39                   It worked very well to have the Master Plan and Library Committees work together. There was some  
40                   suggestion that it may not continue and we want to put on the agenda to think about having those two  
41                   Committees work together. We are hoping to come to you at the beginning of the next semester to start  
42                   having some of the discussions about the fourth floor. This is one of those unusual situations at CUNY  
43                   where we actually have the money to move forward with construction, and yet we are not able to. We are  
44                   hopeful to keep moving forward on five soon, but we would like to start planning for the fourth floor  
45                   because we have the funds to begin the construction. So, we prefer to have those two Committees together.  
46                   If we are lucky enough to have selected a candidate for the Dean of the Library, we will soon be able to  
47                   engage the leader of the Library in the conversations. We thank you for that work, and it was very useful  
48                   for us administrators to have both sides come together and have a conversation.  
49  
50  
51  
52

57 “On the issue of facilities, I want to point out that there are two new elevators working in the North  
58 building. We are excited. Thank you, Lori and thank you everybody for your patience. We try to lighten  
59 the spirit by having student ambassadors and other individuals moving traffic. This is small but we are  
60 very conscious of the inconvenience and think the outcome is making people happy.  
61

62 “I wanted to report briefly on the visit that we mentioned at the last meeting by our Middle States team  
63 leader. Vice President Brian Rose from the Student Services division at Binghamton was here on  
64 November 29th. We started the visit with a small dinner that we hosted at Roosevelt House with some  
65 faculty members. We were highlighting incredible research and scholarship and creative activity at the  
66 College. He had a very full day on this campus and at Silberman meeting many of the folks at Social Work  
67 and the professional schools and centers there. Then, he went to the Belfer Research Building to see our  
68 labs. He had a wonderful meeting there with many members of the community. He met with the Steering  
69 Committee. He also met with the heads of various committees. I think at the end of the day he left feeling  
70 very solid about our preparation for the visit in the spring. I want to say thank you to everybody who  
71 participated, who made the visit happen, including James Llana, Lon and the Provost’s Office, for getting  
72 us to this point. I think it is fair to say that we are in very good shape. I feel we demonstrated that the  
73 College is very committed to this process. That would be the most fair way to say it. We do have work to  
74 do, and we are still eager to get everyone’s comments, thoughts and feedback so that we can make this  
75 the most thoughtful document it can be. It was a very smooth visit in terms of engagement and  
76 participation and showing off our students and faculty as people committed, engaged and conscious of the  
77 standards. I thank all of you for making it possible. Please, even on your winter break, when you have  
78 nothing to do, please try to reread the self-study.  
79

80 “I wanted to end with a bittersweet note. We have been extraordinarily well-served at Hunter College by  
81 a very wise, very thoughtful, very committed lawyer for a number of years. Since 2013 as our General  
82 Counsel and Labor Designee, and before that from 2002 to 2006 as our Dean of Diversity, Laura Schachter  
83 Hertzog has been with us for this very long period in two different and very important leadership positions.  
84 She has determined she wants to find a similar type of engagement that is a little bit closer to her home. I  
85 am very happy, Laura, to announce for you that you are going to become General Counsel to the  
86 University and Board of Trustees of William Patterson University in the next few weeks. They are  
87 incredibly, incredibly lucky. We will miss you but your impact will continue to be felt by all the incredible  
88 contributions you have made, and I want everyone to join me and say thank you. Laura has helped us find  
89 a suitable successor. In January, a very strong lawyer and leader with extensive CUNY experience will  
90 be joining us. Her name is Carol Robles-Román. She was a Trustee on the City University Board for 14  
91 years and was appointed by Mayor Bloomberg to serve as Deputy Mayor for Legal Affairs and Counsel.  
92 After she left the Bloomberg administration, she became President and CEO of Legal Momentum, a  
93 women’s legal defense fund, and has recently been the head of the ERA Coalition and the Fund for  
94 Women’s Equality. Carol comes to us with extensive experience within the CUNY system as a Board of  
95 Trustee member and also as a member of Mayor Bloomberg’s administration. She has very broad  
96 experience in administrative law in the CUNY system and is very committed to the CUNY mission as she  
97 devoted 14 years of her life to being a Trustee. We are extremely fortunate that she will be joining the  
98 community, and I look forward to introducing her to the Senate and the community in January when she  
99 joins us.  
100

101  
102 **Presentation by Provost Kaufman and Associate Provost Tuten**

103 Professor DeGloma called on Provost Kaufman and Associate Provost Tuten to give a presentation on  
104 the Interfolio System. The presentation is in Appendix II.  
105  
106  
107  
108

109 Minutes  
110 Meeting of the Hunter College Senate  
111 12 December 2018  
112

113 Middle States

114 Report: Update on the Middle States Work Groups for Standard V: Educational Effectiveness Assessment  
115 Professor DeGloma called on Professor Wendy Hayden, English, and James Llana, Associate Provost.  
116 The report is attached in Appendix III.  
117

118 Report by the  
119 Administrative

120 Committee: a) Special Senate Election for Vacant At-large Seats

121 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter  
122 College, the Administrative Committee is presenting the names of all nominees  
123 received to date:  
124

125 Faculty: Aaron Glenn (Film and Media)  
126

127 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
128

129 The motion carried by voice vote without dissent.  
130

131 b) Approved Curriculum Changes

132 The following curriculum changes as listed in the attached Report dated 12 December 2018 have  
133 been approved as per Senate resolution and are submitted for the Senate’s information: Items:  
134 UR-2236 Biology (Change in courses), UR-2241 Physics & Astronomy (change in course), US-  
135 2211 Urban Pubic Health/Nutrition (New course), US-2214/GS-1229 Mathematics & Statistics  
136 (Change in degree program), US-2224 School of Arts & Sciences (Change in course and add to  
137 Creative Expression), US-2228 Human Biology (Change in degree program), US-2231 Classical  
138 & Oriental Studies/Chinese (New courses), US-2232 Classical & Oriental Studies/ Chinese  
139 (Change in degree program), GS-1224 Urban Pubic Health/Nutrition (New course), GS-1225  
140 Classical & Oriental Studies (New courses), GS-1226 Romance Languages (New courses), GS-  
141 1227 Romance Languages (New degree program), GS-1229/US-2214 Mathematics & Statistics  
142 (Change in degree program), GS-1230 Mathematics & Statistics (Change in degree program), GS-  
143 1237 English (Change in degree program), GS-1238 English (Change in courses), US-2215  
144 Geography (Change in degree program), US-2216 Geography (Change in degree program), US-  
145 2218/GS-1235 Geography (Change in Department Name), US-2225 Film & Media (Change in  
146 course. Add to English Composition), US-2229 Chemistry (New Course), US-2230 Chemistry  
147 (Change in course), GS-1219 Computer Science/Curriculum & Teaching/Educational  
148 Foundations/Special Education (Change in courses), GS-1220 Computer Science/Curriculum &  
149 Teaching/Educational Foundations/Special Education (Change in degree program), GS-1221  
150 Computer Science/Curriculum & Teaching/Educational Foundations/Special Education (Change  
151 in degree program), GS-1222 Curriculum & Teaching (Change in course), GS-1223 Computer  
152 Science), GS-1231 Geography (Change in degree program), GS-1232 Geography (Change in  
153 degree program), GS-1233 Geography (New course), GS-1234 Geography (Change in courses),  
154 GS-1235/US-2218 Geography (Change in Department Name), US-2238/GS-1239 Biology  
155 (Change in degree program), US-2221 Economics (New course), US-2226 Economics (Change  
156 in degree program), US-2233 Psychology (Change in degree program), US-2237 Biological  
157 Sciences (Change in degree program), US-2238/GS-1239 Biological Sciences (Change in degree  
158 program), US-2239 Medical Laboratory Sciences (Change in degree program), US-2240 Medical  
159 Laboratory Sciences (Change in degree program), US-2242 Physics & Astronomy (Change in  
160 degree program), US-2243/GS-1244 Physics & Astronomy (Change in degree program), US-2227  
161 Political Science (Change in degree program), GS-1240 Film & Media (New course), GS-1241  
162 Film & Media (Change in courses), GS-1242 Film & Media (Change in degree program),  
163  
164

166 **Meeting of the Hunter College Senate**

167 **12 December 2018**

168 GS-1243 Economics (Change in courses), GS-1244/US-2243 Physics & Astronomy (Change in  
169 degree program), GS-1245 Special Education (Change in degree program) GS-1246 Curriculum  
170 & Teaching (Change in course), GS-1247 Curriculum & Teaching (Change in degree program),  
171 GS-1248 Curriculum & Teaching (Change in course), GS-1249 Curriculum & Teaching (Change  
172 in degree program), US-2219/GS-1236 Economics (Change in degree program), US-2220  
173 Economics (Change in degree program) and US-2223 Economics (Change in course).

174  
175 **c) List of Candidates for Diplomas and Degrees**  
176 Chair DeGloma moved for the ceremonial adoption of the list of candidates for diplomas and  
177 degrees to be awarded 15 January and 1 February 2019.

178  
179 The motion carried by voice vote without dissent.

180  
181  
182 **Old Business Committee on Honors**  
183 There was a continued discussion on the Resolution on the Establishment of Honors Courses and Honors  
184 Course Sections in Departments and Programs.

185  
186 There was a motion to include the following amendment in Resolution Two:

187  
188 Be it resolved that the Senate establish an oversight committee to work out procedures for monitoring  
189 the publishing of departmental criteria requirements and syllabi for Honors Courses and that the  
190 committee report to the Senate.

191  
192 The question was called and carried.

193  
194 The motion failed by voice without dissent.

195  
196  
197 The question to adapt Resolution Two was called and carried.

198  
199 Voting by clicker produced the following results: 55 in favor, one against and nine abstentions.

200  
201 The motion carried. Resolution Two is in Appendix IV.

202  
203  
204 There was a motion to table Resolution Three.

205  
206 Voting by clicker produced the following results: 44 in favor, 13 against and six abstentions.

207  
208 The motion carried. The Resolution Three is in Appendix IV.

209  
210 Due to the late hour, the meeting was adjourned at 5:17 PM.

211  
212  
213  
214 Respectfully submitted,

215  
216  
217 Dana G. Reimer  
218 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty	Name	Attendance	Department	Name	Attendance	
AFPRL	Anthony Browne	A	Mathematics & Statistics	Bill Williams	E	
	Denis Milagros	(A) X				0
	Edgardo Melendez	(A) X			Patrick Burke	(A) A
Anthropology	Jackie Brown	A	Medical Laboratory Sciences	Verna Segarra	(A) X	
	David Hodges	(A) A		Abigail Morales	X	
Art & Art History	William Parry	(A) X		Chad Euler	(A) X	
	Daniel Bozhkov	X		Muktar Mahajan	(A) X	
	Lynda Klich	A	Jewel Thompson	A		
Biological Sciences	Susan Cole	(A) X	Music	Michele Cabrini	(A) X	
	Susan Crile	(A) X			(A) 0	
	Derrick Brazill	A	School of Nursing	Lynda Olander	X	
	Shirley Raps	X		Cheryl Zauderer	X	
Paul Feinstein	(A) X	Jin Young Seo		X		
Chemistry	Maria Pereira	(A) X	Philosophy	Charles Reuter	(A) X	
	Akira Kawamura	A		Laura Keating	A	
	Gabriela Smeureanu	(A) E		Daniel Harris	(A) X	
	0 (A)				0 (A)	
Classical & Oriental Studies	David Petrain	A	Physics & Astronomy	Kelle Cruz	A	
	Dai Fang	(A) A			(A)	
	Alexander Elinson	(A) X			(A)	
Computer Science	Lei Xie	A	Political Science	John Wallach	A	
	Jia Xu	(A) A		Sanford Schram	(A) A	
Curriculum & Teaching		(A)	Psychology	Michael Lee	(A) A	
	Jason Wirtz	X		Roseann Flores	X	
	Karen Koellner	A		Jonathon Rendina	A	
	Terri Epstein	(A) A		Peter Moller	(A) A	
Dance	Benjamin Shuldiner	X	Physical Therapy	Chris Braun	(A) A	
	Maura Donohue	X		Nicki Silberman	X	
	Carol Walker	(A) A		Thomas Holland	(A) X	
	(A)			(A)		
Economics	Randall Filer	X	Romance Languages	Monica Schinaider	X	
	John Quiang Li	X		Julie Van Peteghem	(A) A	
	Tim Goodspeed	(A) X		(A)		
Educational Foundations & Cou		(A)	School of Social Work	Alexis Jemal	X	
	Goeum Na	A		Rufina Lee	X	
	John Ranellucci	(A) A		Adam Brown	(A) X	
	Amanda Crowell	(A) X		Maria Rodriguez	(A) X	
English	Leigh Jones	A	Sociology	Mark Halling	E	
	Amy Robbins	X		Mike Benediktsson	(A) X	
	Stephen Wetta	E		Michaela Soyer	(A) X	
	Janet Neary	(A) X		Elizabeth Klein	E	
Film & Media Studies	Tami Gold	A	Special Education	Lauren Schnell	(A) X	
	Aaron Glenn			Virginia Gryta	(A) X	
	Larry Shore	(A) A	Speech-Language Pathology and Audiolo	Donald Vogel	X	
		(A) X		Michelle MacRoy-Higgins	(A) X	
	(A)			0 (A)		
Geography	Ines Miyares	A	Theatre	Louisa Thompson	X	
	Shipeng Sun	(A) A		Jonathan Kalb	X	
German		(A)	Urban Policy and Planning	Claudia Orenstein	(A) A	
	Elke Nicolai	X		Victoria Johnson	X	
	Eckhard Kuhn-Osius	(A) X		William Milczarski	(A) X	
History	Aine Zimmerman	(A) A		(A)		
	Eduardo Contreras	E	School of Urban Public Health	Phil Alcabes	A	
	0 (A)					
Library	Jill Rosenthal	A	Women & Gender Studies	Khursheed Navder	(A) X	
	Sarah Ward	A		Ming-Chin Yeh	(A) X	
	Adina Milliken	X		Deborah Tolman	X	
	Mee' Len Hom	(A) A		Catherine Raissiguier	(A) A	
	Hal Grossman	(A) A		Rupal Oza	(A) X	

**Students**

Joelle Tirado	0	A
Richard Lu		X
Alexa Michel		X
Sandra-May Flowers	0	X
	0	
Riana Khan		X
Kendra Cornelis		X
Noam Sohn		A
Nafeeza Ali		X
YanHong Li	0	A
Sohail Khan		A
Shannon O'Rourke		X
	0	
Demi Moore	0	A
Linda Yohannes		X
Anam Khalid	0	X
	0	
Jasmine Azeharie		X
Dorothy Slater		A
Christoper Cantor	0	X
Mila Adelman		A
Dine Butler		X
Michael Galka-Giaquinto	0	E
	0	
	0	
	0	
Bryan Terry	0	A
Leonid Prog	0	X
Stephon Odom	0	X
Zaiba Iqbal	0	A
Raymer Contreras		X
Serenity Colon		X
Phuong Vo		X
Saif Zihiri		A

**At-Large, Lecturers and Part-Time Faculty**

Student Services	Kevin Nesbitt	A
	Luis Roldan	(A) A
Library	Jocelyn Berger-Barera	A
Geography	Dana Reimer	E
Sociology	Calvin Smiley	A
Library	Ajatshatru Pathak	A
Medical Lab Science	Hongxing Li	A
Philosophy	Ian Blecher	X
Sociology	Thomas DeGloma	A
Mathematics & Statistics	Sandra Clarkson	A
Music	Christopher Buchenholz	X
Educational Foundations	Jeanne Weiler	X
THHP	Sarah Jeninsky	A
Psychology	Joseph Lao	A

**Ex-Officio**

President, USG		0
Vice President, Graduate Student Association		0
President Alumni Association	Patricia Rudden	A
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

**ADMINISTRATION**

<b>Senators:</b>		
HEO/CLA Representative	Brian Buckwald	E
Vice President for Student Affairs	Eija Ayravainen	A
Senior Advisor to the President for Student Affairs	William Tramontano	A
Provost	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
<b>Alternate Senators (3):</b>		
Dean of Education	Michael Middleton	A
Special Counsel to the President & Dean	Laura Hertzog	A
School of Nursing	Gail McCain	X

## APPENDIX II

# Interfolio at Hunter College

Presentation for Hunter College Senate

December 12, 2018

Provost's Office

## What is Interfolio?

### Management of Review Processes

- Cases are initiated by department administrator
- Faculty notified by email from Interfolio that a case is ready for action or review
- No changes to content or procedures involved in reviews

### Individual ePortfolio Dossier

- Private; items can only be shared by faculty member
- Upload documents, links, other materials as part of professional portfolio
- Collections in Dossier can be tagged to be shared as part of external and internal review packet

## **Implementation Plan for 2018-2019**

**Fall 2018: Faculty in professorial titles, third year reappointment**

**Fall 2018: All applying for fellowship leave or scholar-incentive awards**

**Spring 2019: Faculty anticipating review for tenure and promotion in Fall 2019**

## **Implementation Plan for 2019-2020**

**Fall 2019: Faculty in professorial titles, all reappointment reviews**

**Fall 2019: All those applying for fellowship leave or scholar incentive-awards**

**Spring 2020: Faculty anticipating review for tenure and promotion in Fall 2020; faculty anticipating review for promotion in Fall 2020**



# Sign in through Hunter College



Already have an account?

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## Sign in through your institution

If your institution has partnered with Interfolio to provide Single Sign-On, search for your institution name in the box below.

hunter

CUNY Hunter College

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# Hunter Account: Used for review processes, "cases"



Jennifer Tuten

- Home
- Review, Promotion and Tenure
- Cases
- Templates
- Administration
- Reports
- Users & Groups

Welcome back, Jennifer Tuten

## Your Action Items



There are no items assigned to you at this time. Use the navigation menu to the left to navigate to other areas of your account.

### Switch Accounts

- [Interfolio Dossier](#)
- CUNY Hunter College

### Account Options

- Account Settings
- My Contacts
- Product Help
- Sign Out

# Dossier Account: Private, e-portfolio

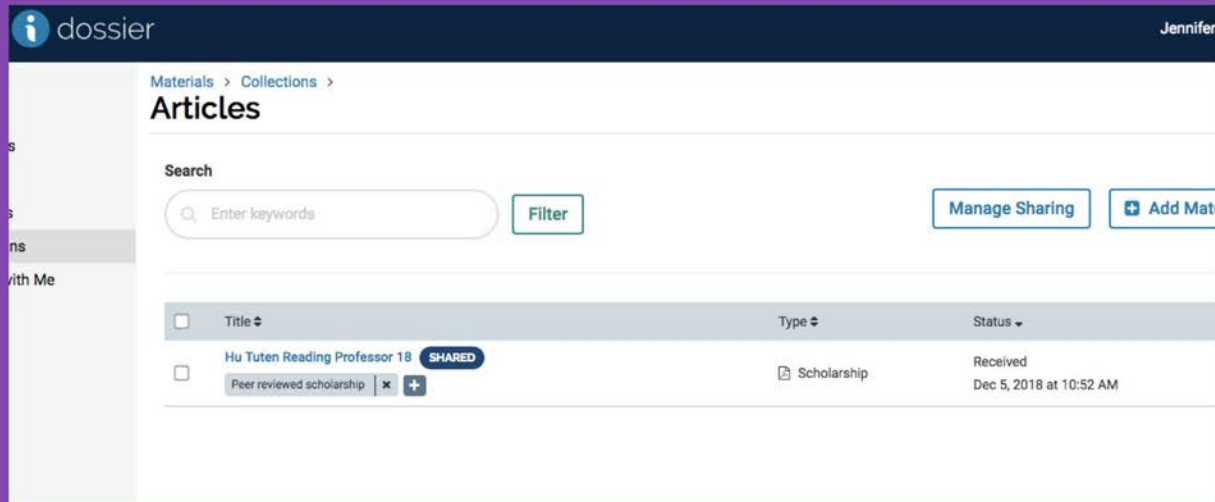
The screenshot shows the 'Dossier' dashboard for Jennifer Tuten. The top navigation bar includes the 'dossier' logo and the user's name 'Jennifer Tuten'. A left sidebar lists navigation options: Home, Deliveries, Letters, Materials, Collections, and Shared with Me. The main content area is titled 'Dossier' and features a search bar. Below this are three summary boxes: 'Deliveries' (0 in progress), 'My Letters of Rec.' (0 not received), and 'Letters to Write' (0). A user profile card for Jennifer Tuten (Ph.D. - Doctor of Philosophy, Fordham University) is also visible. The 'Dossier Highlights' section contains four promotional cards: a webinar, new features, a quality check feature, and a guide on uploading confidential letters. A footer contains copyright information for Interfolio, Inc. and a 'Contact us' button.

# Your Collections

The screenshot shows the 'My Materials' page under the 'Collections' tab. The top navigation bar includes the 'dossier' logo and the user's name 'Jennifer Tuten'. The left sidebar lists navigation options: Home, Deliveries, Letters, Materials, Collections (selected), and Shared with Me. The main content area is titled 'My Materials' and includes buttons for 'Guidelines' and 'Request Recommendation'. Below this is a table of collections with columns for Name, Created, and Actions. A table with three rows is shown: 'Articles' (Sep 24, 2018), 'Books' (Sep 24, 2018), and 'CV' (Sep 24, 2018), each with a 'Select' action. An 'Add Collection' button is located above the table. A footer contains copyright information for Interfolio, Inc. and a 'Contact us' button.

Name	Created	Actions
Articles	Sep 24, 2018	Select
Books	Sep 24, 2018	Select
CV	Sep 24, 2018	Select

## Tagging materials to move to a review packet



## Ongoing support

### Fall 2018

- Training and debriefing session for Department Administrators.
- Workshops at 68 St. Hunter College, Silberman School of Social Work and Brookdale campus for faculty and Department Administrators
- Individual support for faculty and Department Administrators

### Spring 2019

- Targeted support for upcoming tenure and promotion candidates
- Continued workshops for all faculty and Department Administrators

## APPENDIX III

# Middle States Accreditation Hunter College Self-Study: Educational Effectiveness Assessment

Wendy Hayden & Jim Llana  
Workgroup Co-Chairs

HUNTER COLLEGE SENATE MEETING  
NOVEMBER 12, 2018

## Participation Across Hunter College: Workgroup V Members

- ▶ Co-chair: Wendy Hayden, Assoc. Prof. English Department
- ▶ Co-chair: Jim Llana, Associate Provost
- ▶ Workgroup Members:
- ▶ Geoffrey Burleson, Professor, Music
- ▶ Paolo Fasoli, Professor and Chair, Romance Languages
- ▶ Kirsten Grant, Clinical Professor, Chemistry
- ▶ Jennifer Tuten, Assoc. Prof, Education
- ▶ Caroline Hewitt, Nursing
- ▶ Rob Cowan, Asst. Dean, School of Arts and Sciences
- ▶ Brian Buckwald, Director of Assessment for Student Affairs
- ▶ Veshno Kumar, Student
- ▶ Iqraa Naeem, Student

## Hunter's Strategic Priorities and Standard V

### Four priorities from Hunter's Strategic Plan for 2012-2020

- ▶ 1) *Enhance Hunter's Academic identity as a Research Institution*
- ▶ 2) *Foster Interdisciplinary Learning*
- ▶ 3) *Broaden Opportunities for Student Success*
- ▶ 4) *Deepen Engagement with NYC neighborhoods and institutions*

### Main Question of Standard V

- ▶ Does Hunter have "defensible" assessments of student learning and do we use the results of those assessments systematically for program and institutional improvement?

## What We Learned in the Process

- ▶ We have come a long way over the last two years in terms of systematic assessment of programs and in terms of documenting those processes. But building a culture of assessment across the campus is a work in progress.
- ▶ There has been continuous assessment in Writing and Mathematics for many years.
- ▶ We needed a plan to assess General Education.
- ▶ While departments have taken up assessment to different degrees and with varying levels of enthusiasm, there are many excellent examples of assessment being used for program improvement.
- ▶ Student learning assessment should figure more prominently in the Academic Program Review process.



## Contributing to the Self-Study

- ▶ We need you to share your thoughts and provide feedback.
- ▶ The Chair, Contact Wendy Hayden or Jim Llana to offer comments or ask questions about Educational Effectiveness Assessment.
- ▶ Program assessment reports covering fall 2018 are due on January 15, 2019, and will be very important for the Self-Study.

## APPENDIX IV

### REPORT TO THE SENATE BY THE SELECT COMMITTEE ON HONORS 28 November 2018

#### Introduction:

The first part of this report addresses the issue that there are many honors programs and honors offerings at Hunter but little-to-no overarching vision of what defines or characterizes honors work in this college. This report and its associated resolutions in no way seeks to impose a single homogenizing standard over what constitutes honors work; the Committee recognizes that the departments and programs offering honors options are the best judge of what that should mean in their respective fields and disciplines. But in a survey we conducted of department chairs when we began our work, a number said they would welcome guidance regarding what constitutes honors work, and that is what we seek to provide. These guidelines are not intended to be a hard prescription imposed from above, but rather a model of how to think about honors-level work at Hunter, one that should prove helpful to both students and to departments and programs who may decide to revisit their honors offerings in the future.

The second part of this report puts forward resolutions that shall govern the process by which departments and programs formally designate course offerings to be honors, and the ways that such work is reflected on student transcripts. One of the most pressing justifications for supporting an eventual Senate resolution on honors is that Hunter students now take honors courses and sections that do not appear on their final transcript with an appropriate honors designation. This is especially true of honors sections of larger courses. Students in such sections are held to higher expectations and are graded according to honors standards – but do not receive recognition for this additional work on their final transcript. Our proposal fixes this serious problem and provides a standard process by which honors courses/sections should be listed in the future.

#### Part I. Guidelines for Departmental Honors Courses and Honors Sections across Hunter College.

- Honors courses and honors sections at Hunter should be characterized by higher and more rigorous academic standards than comparable non-honors courses of the same level and non-honors sections of the same course.
- In line with national norms, honors courses and sections at Hunter should generally be open to students with a GPA of 3.5 or higher.
- Honors work at Hunter College should reflect classroom experiences that prioritize and facilitate critical engagement on the part of students.
- Honors work at Hunter should be reflected in the entire learning experience over the semester, and should, in general, not be based solely on extra or longer assignment(s).
- Honors work may be offered at any course level, including the introductory level. At the 100 and 200 levels, honors courses should be distinguished by higher expectations of student critical engagement with the material, thoughtful participation in group discussion and work. In addition to the general attributes mentioned above, honors sections at the 300-level and above should expect student engagement with material and submission of work that is closer to that of those engaged in that field of study at a graduate or professional level.
- While it is not expected, for example, that research papers or creative work submitted for honors credit should attain levels expected of graduate or professional work in that field, it should be expected that such work will strive for that standard and be nearer to that standard than is expected of work in a non-honors section.

In designing honors courses/sections departments and programs may draw from the particular attributes mentioned below (source “Honors Course.” *Glossary of Educational Reform for Journalists, Parents, and Community Members*. Great Schools Partnership.)

**Meeting of the Hunter College Senate  
12 December 2018**

In-Depth Research, Scholarship, and Creative Work

- Highly focused, often discipline-oriented learning experiences:
  - an emphasis on research writing in the humanities and social sciences, including data analysis in the social sciences
  - and on experimentation, measurement, data analysis, and interpretation in the natural sciences
- The products are often documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products

Breadth and Enduring Questions

- Core-curriculum honors courses may be seminars that provide multi- or interdisciplinary depth, confronting students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and enduring questions
- They may require integrative learning: both local and global learning with connections across time, genre, and disciplines, and not always in classroom situations
- The products often involve creative integrations of evidence from several disciplines with a heavy emphasis on interdisciplinarity, the assessment of which emphasizes process rather than product, focusing on meta-cognitive processes.

Service Learning and Leadership

- Community engagement: often a single project or a series of collaborative projects that address(es) real-world problems and through which students acquire practical experience and skills that lead to engaged citizenship, either for credit or not.

Experiential Learning

- Emphasizes exploration and/or discovery rather than acquisition of specific knowledge sets; a focus on hands-on, usually supervised, practical engagement with usable outcomes
- Focus on student-driven learning projects facilitated by faculty who provide no necessary, single conclusion to be drawn by all or many students
- May include international experience and active learning
- Involves continuous reflective writing and oral presentation as students articulate their discoveries and document their personal growth

Learning Communities

- Emphasizes strong community integration via academic, social, and/or service activities
- Outcomes include connecting members to one another for the pursuit of common goals through interdependence and mutual obligation; respectful inclusiveness of economic, religious, cultural, ethnic, social, and other differences; and common inquiry in which members collaborate on solutions to common problems

Flipped Classrooms

- Frees students from the typical lecture-based format, because students read their assignments before class, so they can spend valuable class time wrestling with difficult questions, debating important points, and working through activities or simulations.



**RESOLUTION on the ESTABLISHMENT of HONORS COURSES and HONORS COURSE SECTIONS in DEPARTMENTS and PROGRAMS:**

Be it resolved that Departments and Programs may offer “honors courses” and “honors sections” of courses upon the approval of the unit’s faculty Curriculum Committee (or equivalent).

Be it further resolved that courses that are developed to be exclusively “honors courses” must undergo the Hunter Course Submission & Approval Process that applies to all other courses. However, departments may designate “honors sections” of courses that have already been approved via the Hunter Course Submission & Approval Process without additional review. Honors sections of courses that are not otherwise designated as honors should be indicated with the section code HNxx.

Be it further resolved that the Department or Program, via its committee charged with curricular oversight, must clearly determine what criteria/requirements set an honors course apart from standard courses, and honors sections apart from standard sections of the same course. In determining the criteria/requirements for honors courses and sections, the Department or Program Curriculum Committee should consult the “Report of the Senate Honors Committee: Guidelines for Departmental Honors Courses” (attached).

Be it further resolved that Departments and Programs that offer honors courses and/or honors sections must make publicly available the criteria for honors courses and sections so that students can be informed about the requirements of such courses/sections when registering for classes.

Be it finally resolved that a report listing honors courses and honors sections and detailing the criteria and requirements of such courses and sections be made with the Department Chair or Program Director’s report and be made available for review by the respective Senate Academic Requirements and/or Course of Study Committees.

**RESOLUTION TWO:**

Be it resolved that the Office of the Registrar shall insure that honors courses and honors sections designated by the process (and only by the process) described in the “**RESOLUTION on the ESTABLISHMENT of HONORS COURSES and HONORS COURSE SECTIONS in DEPARTMENTS and PROGRAMS**” be listed under the “Campus Honors” course attribute so that students may easily identify honors offerings when they register for courses. Be it further resolved that the Office of the Registrar shall insure that honors courses and sections be identified as such on student final transcripts.

**RESOLUTION THREE:**

Be it resolved that the Provost’s Office, in consultation with the college Senate, establish and maintain a single “Honors options at Hunter” webpage that provides complete descriptions and explanations of the various “honors” programs at Hunter, with links to specific pages describing each individual honors program's details.