

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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166
167
168
169

170 **Minutes**
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174 **Report by the Provost:** **Provost Vita Rabinowitz gave a presentation regarding the Periodic Review Report (PRR). The presentation is in Appendix II.**

176 **Election of Senate Officers:** The floor was open for a nomination for Chair of the Senate.
177
178 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:** a) **Senate Meeting Schedule Fall 2014/Spring 2015**
211 The Fall 2014/Spring 2015 Senate meeting schedule was adopted for the following
212 Wednesdays from 3:30 to 5:25 P.M.:

213		
214	<u>FALL 2014</u>	<u>SPRING 2015</u>
215	September 17	February 11 and 25
216	October 8 and 22	March 11 and 25
217	November 5 and 19	April 15 and 29
218	December 3 and 10	May 6, and 13

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).

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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

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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			

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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

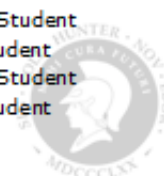
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PRR Steering Committee Members

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

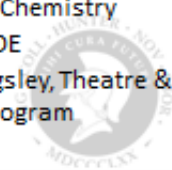
Co-Conveners: Brian Duffy, Provost's Office, Mitch Ahlbaum, ICIT, Madlyn Stokely, Student Services

- 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:

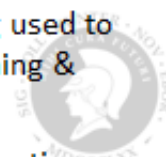
- Steve Baumann, SON
- Elizabeth Danto, SSSW
- Milena Solo, Graduate Admissions
- Phil Swan, Library
- Jeanne Weiler, SOE



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

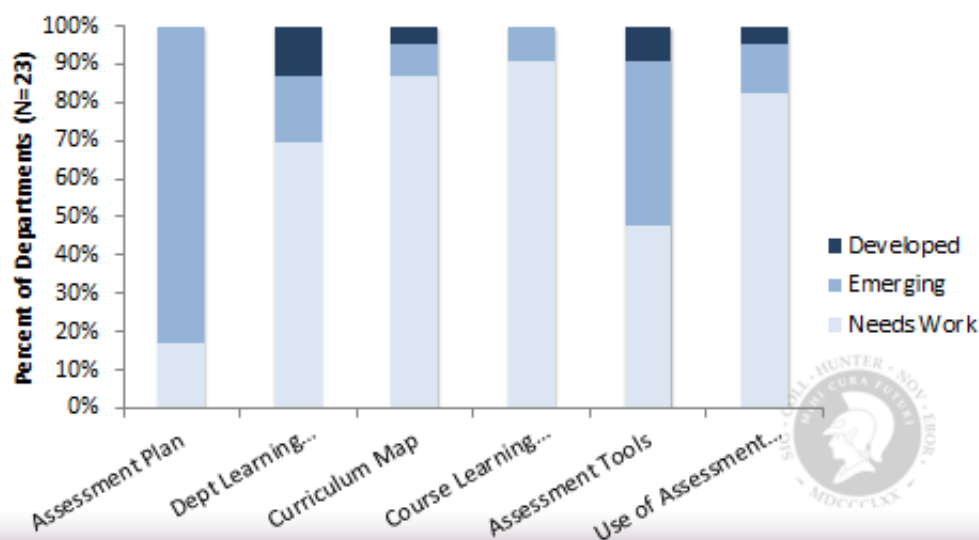
Assessment now takes place at all levels and in all units

- 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



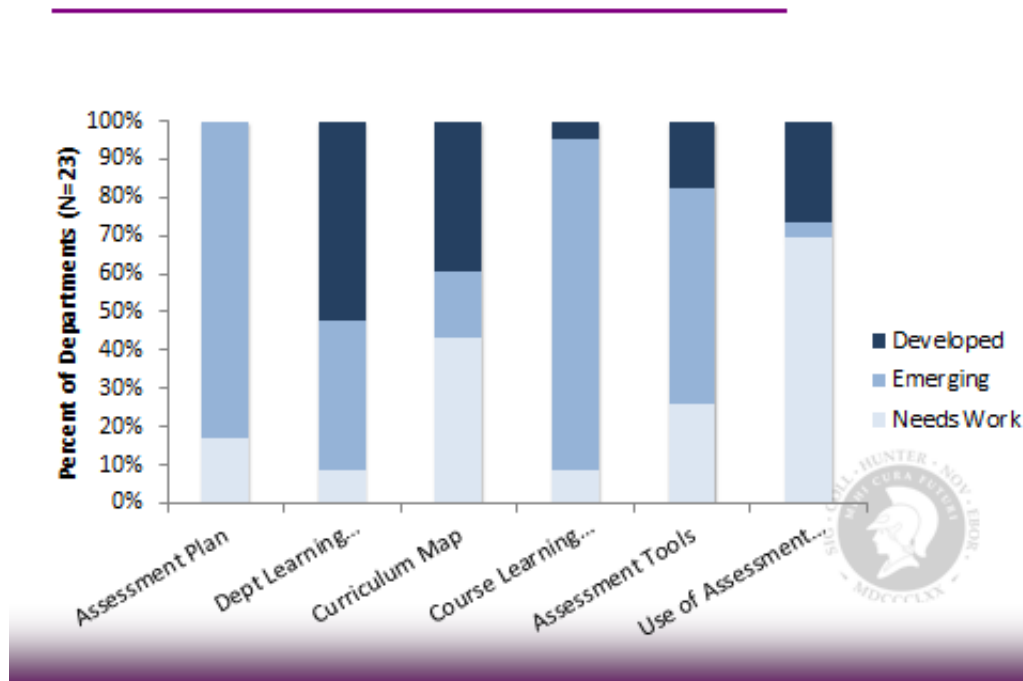
Assessment in the Disciplines (2009)

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