

MINUTES

Meeting of the Hunter College Senate

8 May 2019

1 The 628th meeting of the Hunter College Senate convened at 3:39 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 **Report by the**
11 **President**

12 President Raab said the following:

13 “At the risk of being repetitive, where is Dana? You have not only been a great senator, you've been a
14 great parliamentarian. Thank you for your service. We are going to be raising a glass to Dana, to all of
15 you, but particularly to our fearless leader Tom- your manner, your wisdom, your vision. So much has
16 been accomplished. You have been an incredible partner, and I'm personally grateful for the work we have
17 done together, your representation of this body, your commitment to the spirit of Hunter College. We are
18 going to toast you but first let's give you a round of applause.

19
20 “My other job is to congratulate all of you. We are almost at the end of another phenomenal semester.
21 This was the year of our incredibly successful and thoughtful Middle States process. In thanking you, I'm
22 also going to give a summer assignment if I may. We are now charged with a new strategic plan, so - as
23 we are relaxing from the rush of Middle States - I hope all of you will spend some time this summer
24 thinking about where we see ourselves in the next ten years, what the goals are, what the commitments
25 are, what the priorities are, and how we-a large, vibrant institution on a number of campuses - come
26 together to think about another successful strategic plan. One of the things I personally learned from this
27 Middle States process was that our strategic plan was a successful one. It established principles that were
28 unifying across five different schools and we all knew where we were going. The unifying goal of student
29 success meant one thing for the School of Education's graduate student population and another for the
30 undergraduates in the School of Arts and Science with a large transfer population. So, how do we create
31 another meaningful plan and strategic goals that encompass our vibrant institution and speak for this
32 Hunter University that, as a CUNY school, we can't call a university? How do we go forward as a
33 community? Like Middle States – this process is as an opportunity for conversation, for vision, for some
34 fun and sometimes tough conversations. Where does Hunter go? We have such an important role in this
35 city, a historic role to live out our motto and to have an impact on the lives of our students, faculty and
36 community. So, give us a little time of this summer to think through that concept.

37
38 “Sending us off, we are going to have an extraordinary graduation. Dean Ayravainen came to me and said
39 we needed to go into the piggy bank and find a larger venue, as much as we all love Radio City Music
40 Hall. A great thing has happened. More and more students are graduating. Four thousand degrees will be
41 awarded. That's pretty extraordinary. Not only are more degrees being awarded but more students want
42 to participate in graduation, which is telling us something about the commitment of our student body to
43 their institution and to building an alumni network, which is so gratifying. So, we are moving to Madison
44 Square Garden, which makes Eiya's and my life a little easier because of the number of emails we get a
45 week before for graduation – “somebody's grandmother is coming from Latin America and has to have
46 another ticket.” There was actually a year when tickets were being sold on e-bay. We are very confident
47 that this year there is room for everyone. We have announced that this year's graduation speaker will be
48 Secretary Hilary Clinton. We have a few more requests from alumni we haven't heard from for a while
49 and who wish to attend graduation. We are very excited. Mrs. Clinton will receive the first Eleanor
50 Roosevelt Distinguished Leadership Award. She is very excited about doing this. We are also going to
51 ask, for the first time, a graduate student, Isabella Rossellini, to speak on behalf of graduate students. She
52 will be completing a Master's program in Animal Conservation and will be speaking about her

57 commitment to animal behavioral science. This should be fun, and I look forward to having all of you
58 there. I wish you a really good, restful but productive summer and hope to see you at graduation. I thank
59 all of you but particularly our wonderful Senate Chair Tom DeGloma. One more a round of applause.
60

61 **Report by the**
62 **Administrative**
63 **Committee:**

64 **a) Approved Curriculum Changes**

65 The following curriculum changes as listed in the attached Report dated 8 May 2019 have been
66 approved as per Senate resolution and are submitted for the Senate's information: Items: US-
67 2290 Curriculum & Teaching/Chemistry (Change in degree program), US-2291 Curriculum &
68 Teaching/Physics & Astronomy (Change in degree program), US-2292 Curriculum &
69 Teaching/Biology (Change in degree program), US-2293 Curriculum & Teaching/Mathematics
70 & Statistics (Change in degree program), US-2294/GS-1288 Curriculum & Teaching/Biology
71 (Change in degree program), US-2295/GS-1289 Curriculum & Teaching/ Chemistry (Change in
72 degree program), US-2296/GS-1290 Curriculum & Teaching/Geography (Change in degree
73 program), US-2297/GS-1291 Curriculum & Teaching/Mathematics & Statistics (Change in
74 degree program), US-2298/GS-1292 Curriculum & Teaching/Physics & Astronomy (Change in
75 degree program), US-2288 Mathematics & Statistics (Change in degree program), US-2301
76 Curriculum & Teaching (Change in degree program), US-2302 Curriculum & Teaching (Change
77 in degree program), US-2303 Curriculum & Teaching (Change in degree program), US-2304
78 Curriculum & Teaching (Change in degree program), US-2305/GS-1293 Curriculum &
79 Teaching (Change in degree program), GS-1294 Special Education (Change in degree program),
80 GS-1295 Special Education (New courses), GS-1296 Curriculum & Teaching (Change in
81 courses), US-2283 Political Science (Change in degree program), US-2284 Art & Art History
82 (New courses), US-2286 Art & Art History (Change in courses), US-2287 Art & Art History
83 (Change in degree program), US-2299 Art & Art History (Change in course), US-2300 Art &
84 Art History (Change in degree program), US-2275 Nutrition (Change in degree program), GS-
85 1298 Curriculum & Teaching (Change in course), GS-1253 Educational Foundations (Change
86 in course), GS-1254 Educational Foundations (New course), GS-1255 Educational Foundations
87 (New course), GS-1256 Educational Foundations (New course).

88 **b) Senate Meeting Schedule Fall 2019/Spring 2020**

89 The Fall 2019/Spring 2020 Senate meeting schedule was distributed at the door for the following
90 Wednesdays from 3:30 to 5:25 P.M.
91

| <u>FALL 2019</u> | <u>SPRING 2020</u> |
|--------------------|--------------------|
| September 4 and 18 | February 5 and 19 |
| October 2 and 23 | March 4 and 18 |
| November 6 and 20 | April 1 and 22 |
| December 4 and 11 | May 6 and 13 |

97
98 There was a motion to adopt the Senate Fall 2019/Spring 2020 schedule.
99 The motion carried by voice vote without dissent.
100

101 **c) College Calendar for Fall 2019/Spring 2020**

102 The attached university-wide College Calendar for 2019-2020, as issued by the CUNY Central
103 Administration, is submitted for your information as Appendix II.
104

105 **d) Resolution to Establish the Hunter College Program in Public Policy**

106 Professor DeGloma called on Professor William Solecki, Geography and Lon Kaufman,
107 Provost and Vice President for Academic Affairs to present the *Resolution to Establish the*
108

112
113 *Hunter College Program in Public Policy.* Questions and debate followed.
114

115 **Resolution to Establish the Hunter College Program in Public Policy**

116
117 RESOLVED, that effective July 1, 2019, the Hunter College Program in Public Policy shall be
118 established.

119
120 The question to adopt the Resolution was called and carried.

121
122 The Resolution passed by voice without dissent.

123
124
125 **e) Ceremonial Adoption of Candidates for Graduation**

126 Professor DeGloma moved for the ceremonial adoption of the list of candidates for diplomas
127 and degrees to be awarded in 29 May 2019. The motion carried by voice vote without dissent.
128

129
130 **f) Election of Senate Officers**

131 The floor was open for nominations for Chair of the Senate.

132
133 Professor Laura Keating (Philosophy) was nominated.

134
135 It was moved that the Secretary be instructed to cast a single ballot in favor of the
136 nominee. The motion carried by voice vote without dissent and Professor Keating was
137 elected.

138
139 The floor was open for nominations for Vice Chair of the Senate.

140
141 Mr. Noam Sohn (Computer Science) was nominated.

142
143 It was moved that the Secretary be instructed to cast a single ballot in favor of the
144 nominee. The motion carried by voice vote without dissent and Mr. Sohn was re-elected.

145
146 The floor was open for nominations for Secretary of the Senate.

147
148 Ms. Sarah Jeninsky (Thomas Hunter Honors Program) was nominated.

149
150 It was moved that the Secretary be instructed to cast a single ballot in favor of the
151 nominee. The motion carried by voice vote without dissent and Ms. Jeninsky was
152 elected.

153
154 The floor was open for nominations for Chair of the Evening Council of the Senate.

155
156 Professor Janet Neary (English) was nominated.

157
158 It was moved that the Secretary be instructed to cast a single ballot in favor of the
159 nominee. The motion carried by voice vote without dissent and Professor Neary was
160 elected.

165 Minutes
166 Meeting of the Hunter College Senate
167 8 May 2019

168
169 Committee
170 Report

Committee on General Education and Undergraduate Course of Study Committee

Professor DeGloma called on Professor Lawrence Kowerski, Chair of the Committee on General Education and Professor Jeanne Weiler, Co-Chair of Undergraduate Course of Study Committee to present **Resolution on Hunter Focus Culture Courses**. Questions and debate followed.

Resolution on Hunter Focus Culture Courses

Be it resolved that students who need only three credits to complete the Hunter Focus after fulfilling the Foreign Language requirement – and do not also complete a second major, minor, or certificate program – shall use a course on a topic related to the language that was used for the Foreign Language requirement. This course may be in the target language or in English and must be at the 200 level or above.

Be it further resolved that departments and programs shall submit all such courses for approval by the Undergraduate Course of Study Committee.

Be it further resolved that this change shall apply to students who matriculate in Fall 2019 and after.

Be it further resolved that the waiver of these three credits previously passed by the Senate shall remain in effect for all students who matriculated prior to Fall 2019.

The question to adapt **Resolution on Hunter Focus Culture Courses** was called and carried.

The Resolution passed by voice without dissent.

Undergraduate Academic Requirements Committee, Undergraduate Course of Study Committee and Graduate Course of Study & Academic Requirements Committee

Professor DeGloma called on Professor Eckhard Kuhn-Osius, Chair of the Undergraduate Academic Requirements Committee, Professor Jeanne Weiler, Co-Chair of Undergraduate Course of Study Committee and Professor Sandra Clarkson, Chair of the Graduate Course of Study and Academic Requirements Committee to present the **Resolution on 4+1** and **Resolution to Accept the IETLS Exam**. Questions and debates followed.

Resolution on CUNY 4+1 Bachelor’s/Master’s Program

Be it resolved that Hunter College asserts by that it is adopting the CUNY 4+1 Bachelor’s/Master’s Program and that individual departments may join the programs.

The question to adapt **Resolution on CUNY 4+1 Bachelor’s/Master’s Program** called and carried.

The motion carried by voice vote without dissent

Resolution to Accept the IETLS Exam

Be it resolved that Hunter College will accept the following exams as proof of English Language proficiency as one of the graduate admissions requirements for international students: International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). Departments will be given the option of using one or both of those exams.

219
220

221 **Minutes**
222 **Meeting of the Hunter College Senate**
223 **8 May 2019**

224
225 There was a motion to amend as follows:

226
227 International English Language Testing System (IELTS), ~~and~~ Test of English as a Foreign Language
228 (TOEFL), **and Pearson Test of English (PTE)**. Departments will be given the option of using ~~one or~~
229 ~~both~~ any of those exams.

230 The question was called and carried.

231
232 The motion carried by voice without dissent.

233
234
235 The question to adopt **Resolution to Accept the IETLS Exam** was called and carried.

236 The motion carried by voice vote without dissent.

237
238
239
240
241 **Undergraduate Academic Requirements Committee**

242 Professor DeGloma called on Professor Eckhard Kuhn-Osius, Chair of the Undergraduate Academic
243 Requirements Committee, to present the **WU Policy and Revised Catalog Language**. The full
244 document is in Appendix III. Questions and debate followed.

245
246 The question to adopt the **WU Policy and Revised Catalog Language** was called and carried.

247
248 The motion carried by voice without dissent.

249
250
251 **Resolution of the Hunter College Senate of the City University of New York concerning New York**
252 **State Funding for FY 2019-2020**

253 Professor DeGloma called on Professor Elke Nicolai, German Department to present the **Resolution of**
254 **the Hunter College Senate of the City University of New York concerning New York State**
255 **Funding for FY 2019-2020**. The Resolution is in Appendix IV.

256
257 The question to adopt **The Resolution** was called and carried.

258
259 The motion carried by voice without dissent.

260
261
262
263 Due to the late hour, the meeting was adjourned at 5:24 PM.

264
265 Respectfully submitted,

266
267
268 Sarah Jeninsky
269 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

| Faculty | Attendance | Faculty | Attendance |
|-------------------------------|---------------------------|---------------------------------------|-------------------------------|
| AFPRL | Anthony Browne A | Mathematics & Statistics | Bill Williams A |
| | Denis Milagros (A) X | | 0 |
| | Edgardo Melendez (A) X | | Patrick Burke (A) A |
| Anthropology | Jackie Brown A | | Barry Cherkas (A) A |
| | David Hodges (A) A | Medical Laboratory Sciences | Abigail Morales A |
| | Milena Shattuck (A) A | | Chad Euler (A) X |
| Art & Art History | Harper Montgomery A | | Muktar Mahajan (A) X |
| | Thomas Weaver A | Music | Jewel Thompson A |
| | A.K. Burns (A) A | | Michele Cabrini (A) A |
| | (A) | | (A) |
| Biological Sciences | Derrick Brazill A | School of Nursing | Cheryl Zauderer X |
| | Shirley Raps A | | Jin Young Seo A |
| | Paul Feinstein (A) X | | So-Hyun Park (A) A |
| | Maria Pereira (A) X | | |
| Chemistry | Akira Kawamura X | Philosophy | Laura Keating A |
| | Gabriela Smeureanu (A) A | | Daniel Harris (A) A |
| | Nancy Greenbaum (A) A | | Omar Dabhour (A) A |
| Classical & Oriental Studies | David Petrain A | Physics & Astronomy | Kelle Cruz A |
| | Dai Fang (A) A | | (A) |
| | Lawrence Kowerski (A) A | | (A) |
| Computer Science | Lei Xie X | Political Science | John Wallach A |
| | Jia Xu (A) A | | Sanford Schram (A) A |
| | (A) | | Michael Lee (A) A |
| Curriculum & Teaching | Lacey Peters X | Psychology | Roseann Flores A |
| | Karen Koellner X | | Jonathon Rendina A |
| | Debbie Sonu (A) X | | Peter Moller (A) X |
| | Christine Rosalia A | | Chris Braun (A) A |
| Dance | Maura Donohue X | Physical Therapy | Nicki Silberman A |
| | Carol Walker (A) A | | Thomas Holland (A) X |
| | (A) | | (A) |
| Economics | Randall Filer A | Romance Languages | Monica Schinaider X |
| | John Quiang Li A | | Julie Van Peteghem (A) X |
| | Tim Goodspeed (A) A | | (A) |
| | Avi Liveson (A) A | School of Social Work | Alexis Jemal A |
| Educational Foundations & Cou | Goeum Na A | | Bernadette Hadden X |
| | John Ranellucci (A) X | | Jonathan Prince (A) A |
| | Amanda Crowell (A) A | | Ilze Earner (A) X |
| English | Leigh Jones A | Sociology | Mark Halling A |
| | Amy Robbins A | | Mike Benediktsson (A) X |
| | Chong Chon-Smith X | | Michaela Soyer (A) A |
| | Janet Neary (A) A | Special Education | Elizabeth Klein A |
| Film & Media Studies | Tami Gold A | | Christine Hodnett (A) A |
| | Martin Lucas X | | Virginia Gryta (A) A |
| | Larry Shore (A) A | Speech-Language Pathology and Audiolo | Donald Vogel A |
| | (A) | | Michelle MacRoy-Higgins (A) A |
| Geography | Ines Miyares A | | JungMoon Hyun (A) A |
| | Shipeng Sun (A) X | Theatre | Louisa Thompson X |
| | (A) | | Jonathan Kalb X |
| German | Elke Nicolai A | | Claudia Orenstein (A) A |
| | Eckhard Kuhn-Osius (A) A | Urban Policy and Planning | Lily Baum Pollans A |
| | Lisa Marie Anderson (A) A | | William Milczarski (A) X |
| History | Eduardo Contreras A | | Victoria Johnson (A) X |
| | Ma Mu (A) A | School of Urban Public Health | Phil Alcabas A |
| | Jill Rosenthal A | | Susan Cardenas (A) A |
| Library | Sarah Ward E | | Ming-Chin Yeh (A) A |
| | Adina Milliken X | Women & Gender Studies | Deborah Tolman A |
| | Mee' Len Hom (A) E | | Catherine Raissiguier (A) A |
| | Hal Grossman (A) A | | Rupal Oza (A) X |

Students

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

At-Large, Lecturers and Part-Time Faculty

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

Ex-Officio

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

ADMINISTRATION

| | | |
|---|--------------------------------|---|
| Senators: | | |
| HEO/CLA Representative | Brian Buckwald/Joseph Fantozzi | A |
| 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 |
| Alternate Senators (3): | | |
| Dean of Education | Michael Middleton | A |
| General Counsel & Dean of Faculty | Carol Robles-Román | A |
| School of Nursing | Gail McCain | A |

APPENDIX II

THE CITY UNIVERSITY OF NEW YORK 2018-2019 ACADEMIC CALENDARS

FALL 2019

August 2019:

Tu 27..... Classes begin

September 2019:

M 2..... LABOR DAY - COLLEGE IS CLOSED

Th 5..... Classes follow a Monday schedule

M 30..... No classes scheduled

October 2019:

Tu 1..... No classes scheduled

Tu 8 – W 9..... No classes scheduled

M 14..... COLUMBUS DAY – COLLEGE IS CLOSED

W 16..... Classes follow a Monday schedule

November 2019:

Th 28 – Sa 30..... THANKSGIVING RECESS - COLLEGE IS CLOSED

December 2019:

Su 1..... COLLEGE IS CLOSED – No Classes scheduled

F 13..... Reading Day

S 14 - F 20..... Final Examinations

F 20..... End of Term

Tu 24 - W 25..... COLLEGE IS CLOSED

SPRING 2020

January 2020:

W 1..... COLLEGE IS CLOSED

M 20..... MARTIN LUTHER KING DAY - COLLEGE IS CLOSED

Th 23..... End of Winter Session

M 27..... Classes begin

February 2020:

W 12..... LINCOLN'S BIRTHDAY - COLLEGE IS CLOSED

M 17..... PRESIDENTS' DAY - COLLEGE IS CLOSED

April 2020:

Tu 7..... Classes follow a Tuesday schedule

W 8 – Th 16..... Spring Recess

May 2020:

F 15..... Reading Day/Final examinations

Sa 16 - F 22..... Final Examinations

F 22..... End of Term

M 25..... MEMORIAL DAY - COLLEGE IS CLOSED

APPENDIX III

Clarification of W, WU, F, INC Grades

Be it resolved that the W, WU, F, and INC grade definition be revised as follows:

FROM:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

Note: Hunter College implemented plus/minus grading in spring 1996 for undergraduate courses and in fall 1996 for graduate courses. We modified the undergraduate course GPA values and eliminated the grades “C-” and “D+” in spring 2000. These charts have also been updated to include the “WN” grade effective fall 2008.

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

| Quality Points | Grade Definition | (GPA Index) |
|-----------------------|--|--------------------|
| A+ | 97.5 - 100% | 4.0 |
| A | 92.5 - 97.4% | 4.0 |
| A- | 90.0 - 92.4% | 3.7 |
| B+ | 87.5 - 89.9% | 3.3 |
| B | 82.5 - 87.4% | 3.0 |
| B- | 80.0 - 82.4% | 2.7 |
| C+ | 77.5 - 79.9% | 2.3 |
| C | 70.0 - 77.4% | 2.0 |
| D | 60.0 - 69.9% | 1.0 |
| F | 0.0 - 59.9% | 0.0 |
| CR | Credit earned (equivalent to A, B, C) | - |
| NC | No credit granted (equivalent to D or F) | - |
| W | Official withdrawal (cannot be assigned by instructor) | - |
| WU | Unofficial withdrawal (assigned by instructor) (counts a F) | 0.0 |
| INC | Term's work incomplete. This may include absence from final examination. | - |
| FIN | F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is 0.0 not made up by the end of the following semester. | |
| #F, #FIN, | failing grade course repeated (No longer used effective spring 2013) | |
| #WU | | |
| WN | Never attended. (equivalent to an F grade for fall 2008, spring 2009 and summer 2009 ONLY) | |

| | | |
|-----|--|---|
| *WN | Unofficial withdrawal (Student never attended) - Not counted towards GPA (No longer used effective spring 2013) | |
| Y | Year's course of study - must complete entire year of study. Students cannot graduate with a Y-grade on record. See the instructor for department chair for a change of grade. | |
| AUD | Auditor - No Credit (Undergraduate students <u>only</u>) | - |
| Z | No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. see the instructor or department chair for a change of grade | |
| & | (preceding a letter grade): authorized course was repeated | |
| * | (preceding a letter grade): unauthorized course was repeated (No longer used effective spring-2013) | |
| WA | Administrative withdrawal - Proof of immunization not provided | - |
| WD | Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session) Absent from final exam, discontinued fall 1988 | |
| AB | A placeholder grade submitted by the Office of Student Conduct when a student is alleged to have committed a violation of the Policy on Academic Integrity and the student denies the allegation. The PEN grade is a placeholder during the pending resolution of the allegation and will be <u>changed by the instructor following such resolution.</u> | |
| PEN | Official withdrawal (cannot be assigned by instructor) | - |

TO:
Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F) or may opt to take some courses for credit/no credit (CR/NC). For the latter option, see:
<http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10489&hl=CR%2FNC>

STUDENT CREDIT POINTS EARNED

Students who receive credit for a class by the end of the semester (or term) will have a grade ranging from A to D or CR on their transcript and the A-D grades will be entered into the calculation of the grade point average.

NO STUDENT CREDIT POINTS EARNED

Students who will not receive credit points may have an F or an NC or an INC, or a grade beginning with “W”. See explanation after chart.

Retention Standards CUNY mandates uniform student retention standards for all CUNY colleges. Decisions about whether or not students may continue in a CUNY college are made on the basis of a student’s grade point average (GPA). To determine GPA, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

Grades Assigned by Instructor

Quality Points

Grade Definition

(GPA Index)

| | | |
|-----|---|-----|
| A+ | 97.5 - 100% | 4.0 |
| A | 92.5 - 97.4% | 4.0 |
| A- | 90.0 - 92.4% | 3.7 |
| B+ | 87.5 - 89.9% | 3.3 |
| B | 82.5 - 87.4% | 3.0 |
| B- | 80.0 - 82.4% | 2.7 |
| C+ | 77.5 - 79.9% | 2.3 |
| C | 70.0 - 77.4% | 2.0 |
| D | 60.0 - 69.9% | 1.0 |
| F | 0.0 - 59.9% See explanation after chart. | 0.0 |
| WU | Unofficial withdrawal (assigned by instructor; counts zero quality points) See explanation after chart. | 0.0 |
| CR | Credit earned (equivalent to A, B, C) | - |
| NC | No credit granted (equivalent to D or F) | - |
| INC | Term’s work incomplete. This may include absence from final examination. See explanation after chart. | - |

Grades and Designations Assigned by College Administration

| | | |
|-----|---|-----|
| FIN | F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester. | 0.0 |
| AUD | Auditor - No Credit (Undergraduate students only) | - |
| PEN | A placeholder grade submitted by the Office of Student Conduct when a student is alleged to have committed a violation of the Policy on Academic Integrity and the student denies the allegation. The PEN grade is a placeholder during the pending resolution of the allegation and will be changed by the instructor following such resolution. | - |
| W | Official withdrawal. Student initiated. See explanation after chart. | - |
| WA | Administrative withdrawal. Proof of immunization not provided | - |
| WD | Withdraw Drop (Dropped after Financial Aid Certification date during the second or | - |

- third week of classes. Indicates that student has attended at least one class session) -
Y Year's course of study - must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade. -
Z No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. See the instructor or department chair for a change of grade -

Discontinued Grades and Designations (may appear on old transcripts)

- * (preceding a letter grade): unauthorized course was repeated (discontinued spring 2013) -
& (preceding a letter grade): authorized course was repeated (discontinued)
AB Absent from final exam (discontinued fall 1988)
#F, #FIN, #WU failing grade course repeated (discontinued spring 2013)
WN Never attended. (equivalent to F grade; fall 2008 through summer 2009 ONLY)
*WN Unofficial withdrawal (Student never attended) (discontinued spring 2013)

INFORMATION ON GRADES AND DESIGNATIONS NOT RESULTING IN CREDIT:

W

A 'grade' of W is initiated by the student by "dropping" a course on CUNYFirst before the "W" deadline for withdrawal from courses. The deadline is announced every semester. The W does not affect the grade point average calculation and does not carry academic penalties. Withdrawing from a class may have serious implications for a student's financial aid eligibility.

WU

A 'grade' of WU is caused by student inaction. It is given by the instructor. The WU is given to students who
1. are on the class roster and have been verified by the instructor as having attended at least one class; and
2. have severed all ties with the course at any time during the semester, including failure to attend the final examination or other end-of semester culminating academic assessment event (unless the syllabus explicitly states that the course requirements do not include participation in the final exam or other culminating academic assessment event); and
3. have not reached out to the instructor and been granted by the instructor alternative arrangements to complete work required for the course.

The assignment of the WU is not influenced by the question whether a student has done satisfactory or unsatisfactory work prior to severing ties with the course.

A 'grade' of WU is counted as a zero in the calculation of a student's GPA. Receiving a WU is likely to result in serious negative consequences for a student's financial aid award.

F

An F is given by the instructor for failing work by a student who has persisted in attending the class up to and including the final examination, even if the student's efforts were intermittent and/or earn 0 points on the grading scale. Unless the course syllabus explicitly states otherwise, participation in the final examination is required by the College.

INC

An INC grade is the result of student-instructor cooperation. It is given by the instructor. The student must confer with the instructor before the grades for the semester are submitted. The INC is given only if the instructor accepts a student's excuse for non-fulfillment of some course requirements as valid and if the instructor believes the student has a reasonable chance of passing the course. For details, see: <http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10495&hl=INC>

NOTE: A grade of INC will be automatically changed to FIN one semester after the INC was given, unless the instructor has assigned and recorded a different grade before then.

GENERAL NOTE: If a student feels that a grade has been assigned in error, the student may appeal the grading decision. All grade appeals should begin with a conversation with the course instructor, preferably within the first 3 weeks of the semester

following the one when the grade was given. For details,

see <http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10418&hl=grade+appeal>

Rationale:

The proposed language systematizes and clarifies Hunter's grading system to make it clearer to students and faculty and provides narrower definitions of the various ways in which students may not earn credit for classes they are registered for, which can be a major issue in student financial aid.

APPENDIX IV

Resolution of the Hunter College Senate of the City University of New York concerning New York State Funding for FY 2019-2020

WHEREAS since its founding, CUNY has served as a vehicle of upward mobility for all New Yorkers, including those from low-income families, underrepresented groups and immigrant communities, and

WHEREAS CUNY's diverse faculty provides quality instruction, workforce training and research in the broad and ever-expanding domains of knowledge that prepare students for successful futures, and

WHEREAS the University has conferred more than 1.3 million degrees in the past 45 years, and surveys indicate that more than three-quarters of its graduates remain in the city, and

WHEREAS CUNY colleges account for more than a third of the business and finance degrees awarded by New York City institutions, about one-third of the city's public school teachers and a high percentage of the nurses and health and science technicians employed by local medical facilities, and

WHEREAS the Tuition Assistance Program (TAP), SUNY/CUNY Supplemental TAP Awards, and the first-in-the-nation Excelsior Scholarship Program benefit full-time but not part-time students, and not graduate students, which exacerbates both financial pressure on students and their families and the student-debt crisis in New York, and

WHEREAS a large portion of CUNY's 27 million square feet of owned space is at least half a century old, investments are needed to extend the life of facilities, meet safety and code requirements, improve energy conservation and support academic programs and services, and

WHEREAS the Legislature and Governor have an historic opportunity and responsibility during this budget process to make New York State a national leader in sustainable and equitable funding of its public university systems.

THEREFORE BE IT RESOLVED that the Hunter College Senate urge the members of the New York State Legislature and Governor Cuomo to support CUNY by funding the following operating budget priorities:

- **Mandatory Cost Increases:** The University's budget request seeks \$93.9 million at the senior colleges for contractually required incremental salary increases, fringe benefit expenses and building rental and energy cost increases.
- **TAP Tuition Credit/TAP Gap Parity:** For students who receive full TAP awards, CUNY is required legally to cap tuition at the TAP award level. This creates a "TAP Gap" for our senior colleges, which will grow to about \$85 million in FY2020. CUNY is seeking \$20 million per year for the next four years to help close this gap. In addition, colleges with higher percentages of students that receive TAP generate less revenue than those colleges with higher student income levels. To balance out the "Tap Gap", the University requests \$4.9 million for these specific campuses in order to provide TAP Gap parity.
- **Part-Time Financial Aid:** Because of jobs, family responsibilities, and financial needs, approximately one-third of CUNY students attend part-time. Although CUNY has historically welcomed such students, TAP and other financial aid sources are generally unavailable to them as well as to graduate students. These students could benefit greatly from Part-Time or Graduate TAP, allowing many to progress through their academic and professional careers more rapidly.
- **New Full-Time Faculty / Diversifying CUNY's Faculty:** CUNY requests funding to hire 200 new faculty members per year to increase the diversity of its faculty and ensure excellence in teaching and research.
- **Adjunct Faculty:** The majority of class sections in CUNY have adjunct faculty whose compensation falls short compared to their colleagues at competing campuses. To enable adjunct faculty to earn a living wage and to commit more time to support students, their salary needs to be increased.
- **College Completion Programs:** The University seeks strategic investments to expand upon proven approaches that advance student academic success and degree completion, including our signature ASAP student success program for associate degree students; its new four-year counterpart, Accelerate, Complete and Engage (ACE), as well as Early College collaborations with the NYC Department of Education.
- **Supporting Needs of Students:** Funding will allow students to pursue their academic studies and not feel sidetracked by issues like food and housing insecurity, transportation costs, unmet mental and physical health needs, the demands of childcare and other basic needs.
- **CUNY Works:** This is a set of integrated, bold new steps to ensure our students are well equipped to thrive in today's changing world of work.

THEREFORE BE IT FURTHER RESOLVED that the Hunter College Senate join the CUNY University Faculty Senate and the SUNY University Faculty Senate to support a sustainable commitment to fiscal maintenance of effort for SUNY and CUNY to assure funding for mandatory operating cost increases such as utilities, building rentals, equipment and supplies, ongoing collective bargaining costs as well as tuition increases that widen the TAP gap.

Meeting of the Hunter College Senate
8 May 2019

THEREFORE BE IT FURTHER RESOLVED that the Hunter College Senate urge the members of the New York State Legislature and Governor Cuomo to support CUNY by funding **\$570 million, for CUNY-Wide Senior Colleges, Capital Infrastructure and Equipment**. The funding will address deferred maintenance at senior colleges, as identified in CUNY's State of Good Repair Analyses. CUNY's state-of-good-repair program aims to undertake the work necessary to keep buildings open and infrastructure operating in support of its educational mission.

THEREFORE BE IT FURTHER RESOLVED that the Hunter College Senate urge the members of the New York State Legislature and Governor Cuomo to support CUNY by funding **the Five-Year Capital Plan** for Fiscal Year 2019-20 through Fiscal Year 2023-24 in the amount of \$6.2 billion of which \$4.7 billion is for the senior colleges, professional and graduate schools, and \$1.5 billion is for the community colleges, to be matched by the City of New York. Projects originate from CUNY-approved campus master plans and address space deficits on campus.

FINALLY BE IT RESOLVED that the Hunter College Senate call on all Senators to encourage all students, alumni, donors, and current and former workers at our institution to reach out to the Governor and their representatives in the New York State Legislature and, as fellow citizens or residents of New York and/or supporters of public higher education, urge them to enact a budget that truly supports and advances our core academic missions.