

# MINUTES

## Meeting of the Hunter College Senate

### 3 April 2019

1 The 625<sup>th</sup> 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 **Minutes:** The minutes of 28 November and 12 December were approved as distributed.

11  
12 **Middle States**

13 **Report: Update on the Middle States Evaluation Team Visit**

14 Professor DeGloma called on James Llana, Associate Provost and Associate Vice President for Academic  
15 Affairs to give an update on the Middle States Evaluation team visit. The report is attached in Appendix  
16 II.

17  
18 **Report by the**  
19 **Administrative**  
20 **Committee:**

21 a) **Approved Curriculum Changes**

22 The following curriculum changes as listed in the attached Report dated 3 April 2019 have been  
23 approved as per Senate resolution and are submitted for the Senate's information: Items: UR-  
24 2273 Women & Gender Studies (Change in course, Add P&D/C), US-2252 Curriculum &  
25 Teaching (Change in degree program), US-2253 Curriculum & Teaching (Change in degree  
26 program), US-2254 Curriculum & Teaching (Change in degree program), US-2255 Curriculum  
27 & Teaching (Change in degree program), US-2256 Curriculum & Teaching (Change in degree  
28 program), US-2257 Curriculum & Teaching (Change in degree program), US-2258 Curriculum  
29 & Teaching (Change in degree program), US-2259 Curriculum & Teaching (Change in degree  
30 program), US-2260/GS-1275 Curriculum & Teaching (Change in degree program), US-  
31 2261/GS-1276 Curriculum & Teaching (Change in degree program), US-2262/GS-1277  
32 Curriculum & Teaching (Change in degree program), US-2263/GS-1278 Curriculum &  
33 Teaching (Change in degree program), US-2264/GS-1279 Curriculum & Teaching (Change in  
34 degree program), US-2265/GS-1280 Curriculum & Teaching (Change in degree program), US-  
35 2266/GS-1281 Curriculum & Teaching (Change in degree program), GS-1274 Curriculum &  
36 Teaching (Change in courses).

37 **Committee**  
38 **Report**

39 **Undergraduate Academic Requirements Committee**

40 Professor DeGloma called on Professor Eckhard Kuhn-Osius, Chair of the Undergraduate Academic  
41 Requirements Committee, to present the **Resolution Naming the Hunter College Senate Chair the**  
42 **Hunter College Transfer Appeals Officer**. Questions and debate followed.

43 **Resolution Naming the Hunter College Senate Chair the Hunter College Transfer Appeals Officer**

44  
45 Be it resolved that the Hunter College Senate Chair shall serve as the Hunter College Transfer  
46 Appeals Officer for the college and shall decide on student appeals related to the transfer of credits from  
47 other institutions.

48 Be it further resolved that the Transfer Appeals Officer shall consult with other officers of the  
49 college and Senate Committee Chairs when the Transfer Appeals Officer deems such consultation  
50 necessary to make an informed and just decision, and refer appeals to the Senate Undergraduate Academic  
51 Requirements Committee when necessary and feasible.

56  
57 There was a motion to amend as follows:

58  
59 Be it further resolved that the Transfer Appeals Officer shall consult with other officers of the  
60 college and Senate Committee Chairs when the Transfer Appeals Officer deems such consultation  
61 necessary to make an informed and just decision, and refer appeals to the Senate Undergraduate Academic  
62 Requirements Committee when necessary ~~and feasible~~.

63  
64 The question was called and carried.

65  
66 The motion carried by voice without dissent.

67  
68 The question to adopt the **Resolution Naming the Hunter College Senate Chair the Hunter College**  
69 **Transfer Appeals Officer** was called and carried.

70  
71 The motion carried by voice vote without dissent.

72  
73  
74 **Committee on Charter Review**

75 Professor DeGloma called on Professor Joseph Lao, Chair of the Committee on Charter Review, to present  
76 the first reading of the proposed amendment to the Charter for the Governance of **Hunter College**.  
77 Questions and discussion followed. The proposed amendment is below.

78  
79 1. Article III, Section 3

80 Include the Faculty Delegate Assemble (FDA) to the ex-officio membership.

81  
82 “Section 3

83  
84 Ex officio nonvoting membership shall be extended to:

- 85  
86 a. the Presidents of the Hunter College Undergraduate Student Government and the Graduate  
87 Student Association;  
88 b. the President of the Hunter College Alumni Association;  
89 c. the Presidents of the Hunter College HEO Forum and the College Laboratory Technician  
90 Council;  
91 **d. the President of the Faculty Delegate Assembly.”**

92  
93  
94 **Old Business** **Committee on Technology and Computing**

95 Professor DeGloma called on Professor Michaela Soyer, Chair of the Committee on Computing and  
96 Technology, to continue discussing the addendum to the **Statement of Institutional Learning**  
97 **Outcomes**. Questions and debate followed.

98  
99 **Addendum: Computing and Technology Competencies**

100  
101 Hunter College students will be able to use technological tools to undertake academic research, engage  
102 in creative activity, and/or manage data as is appropriate for their major and minor course(s) of study.

103  
104 There was a motion to amend the Addendum as follows:

105  
106 Hunter College students will be able to use technological tools to undertake academic research, engage  
107 in creative activity, and/or manage data as is appropriate for their major ~~and minor~~ course(s) of study.  
108

109 **Minutes**  
110 **Meeting of the Hunter College Senate**  
111 **3 April 2019**

112  
113 The question was called and carried.

114  
115 The motion to amend carried by voice without dissent.

116  
117  
118 There was a motion to amend the title of the Addendum as follows:

119  
120 Addendum: **Acquire** Computing and Technology Competencies

121  
122 There was no second to the amendment.

123  
124  
125 There was a motion to amend the title of the Addendum as follows:

126  
127 Addendum: **Show** Computing and Technology Competencies

128  
129 The question was called and carried.

130  
131 The motion failed by voice vote.

132  
133  
134 The question to adopt the Addendum was called and carried.

135  
136 Clicker vote produced the following results: 52 in favor, seven against and two abstentions.

137  
138 The motion carried.

139  
140  
141 **Committee on Honors**

142 There was a motion to untable **Resolution Three** from *The Resolution on the Establishment of Honors*  
143 *Courses and Honors Course Sections in Departments and Programs* (Appendix III).

144  
145 The motion carried.

146  
147 Debate followed.

148  
149 **Resolution Three**

150  
151 Be it resolved that the Provost's Office, in consultation with the college Senate, establish and maintain a  
152 single "Honors options at Hunter" webpage that provides complete descriptions and explanations of the  
153 various "honors" programs at Hunter, with links to specific pages describing each individual honors  
154 program's details.

155  
156 There was a motion to amend as follows:

157  
158 Be it resolved that the Provost's Office, in consultation with the college Senate, establish and maintain a  
159 single "Honors options at Hunter" webpage **and a page in the undergraduate catalog** that provides  
160 complete descriptions and explanations of the various "honors" programs at Hunter, with links to  
161 specific pages describing each individual honors program's details.

162  
163

164 **Minutes**  
165 **Meeting of the Hunter College Senate**  
166 **3 April 2019**

167  
168 The question was called and carried.

169  
170 The motion carried by voice.

171  
172 There was a motion to amend as follows:

173  
174 Be it resolved that the Provost's Office, in consultation with the college Senate, establish and maintain a  
175 single "Honors options at Hunter" webpage and a page in the undergraduate catalog that provides  
176 complete descriptions and explanations of the various "honors" ~~programs~~ **options** at Hunter, with links  
177 to specific pages describing ~~each individual honors program's details~~ **them**.

178  
179 The question was called and carried.

180  
181 The motion carried by voice without dissent.

182  
183  
184 There was a motion to amend as follows:

185  
186 Be it resolved that the undergraduate catalog provide complete descriptions and explanations of the  
187 various honors options at Hunter, with links to specific pages describing them.

188  
189 Be it further resolved that Provost's Office in consultation with the college Senate, establish and  
190 maintain a single "Honors options at Hunter" webpage.

191  
192 The question was called and carried.

193  
194 The motion carried by voice without dissent.

195  
196  
197 Due to the late hour, the meeting was adjourned at 5:24 PM.

198  
199  
200  
201 Respectfully submitted,

202  
203  
204 Dana G. Reimer  
205 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			
	Edgardo Melendez	(A) X			
Anthropology	Jackie Brown	A	Medical Laboratory Sciences	Patrick Burke	(A) A
	David Hodges	(A) A		Verna Segarra	(A) X
	William Parry	(A) X		Abigail Morales	A
Art & Art History	Daniel Bozhkov	E	Music	Chad Euler	(A) X
	Lynda Klich	A		Muktar Mahajan	(A) X
	Susan Cole	(A) X		Jewel Thompson	A
Biological Sciences	Susan Crile	(A) X	School of Nursing	Michele Cabrini	(A) E
	Derrick Brazill	A			
	Shirley Raps	A		Lynda Olander	X
Chemistry	Paul Feinstein	(A) X	Philosophy	Cheryl Zauderer	X
	Maria Pereira	(A) X		Jin Young Seo	E
	Akira Kawamura	E		Charles Reuter	(A) X
Classical & Oriental Studies	Gabriela Smeureanu	(A) A	Physics & Astronomy	Laura Keating	A
		0 (A)		Daniel Harris	(A) A
	David Petrain	A		Omar Dahbour	(A)
Computer Science	Dai Fang	(A) A	Political Science	Kelle Cruz	A
	Alexander Elinson	(A) X			
	Lei Xie	E		John Wallach	A
Curriculum & Teaching	Jia Xu	(A) X	Psychology	Sanford Schram	(A) A
		(A)		Michael Lee	(A) X
	Jason Wirtz	X		Roseann Flores	A
Dance	Karen Koellner	X	Physical Therapy	Jonathon Rendina	A
	Terri Epstein	(A) X		Peter Moller	(A) X
	Benjamin Shuldiner	X		Chris Braum	(A) X
Economics	Maura Donohue	A	Romance Languages	Nicki Silberman	A
	Carol Walker	(A) A		Thomas Holland	(A) X
		(A)			(A)
Educational Foundations & Cou	Randall Filer	X	School of Social Work	Monica Schinaider	X
	John Quiang Li	X		Julie Van Peteghem	(A) E
	Tim Goodspeed	(A) X			(A)
English	Goeum Na	A	Sociology	Alexis Jemal	X
	John Ranellucci	(A) X		Rufina Lee	A
	Amanda Crowell	(A) A		Adam Brown	(A) E
Film & Media Studies	Leigh Jones	X	Special Education	Maria Rodriguez	(A) A
	Amy Robbins	A		Mark Halling	A
	Chong Chon-Smith	X		Mike Benediktsson	(A) X
Geography	Janet Neary	(A) A	Speech-Language Pathology and Audiolo	Michaela Soyer	(A) A
	Tami Gold	A		Elizabeth Klein	A
	Aaron Glenn	(A) E		Lauren Schnell	(A) X
German	Larry Shore	(A) A	Theatre	Virginia Gryta	(A) A
	Ines Miyares	E		Donald Vogel	A
	Shipeng Sun	(A) X		Michelle MacRoy-Higgins	(A) A
History		(A)	Urban Policy and Planning		0 (A)
	Elke Nicolai	A		Louisa Thompson	X
	Eckhard Kuhn-Osius	(A) A		Jonathan Kalb	X
Library	Aine Zimmerman	(A) A	School of Urban Public Health	Claudia Orenstein	(A) A
	Eduardo Contreras	X		Victoria Johnson	X
		0 (A)		William Milczarski	(A) X
Women & Gender Studies	Jill Rosenthal	X	Women & Gender Studies		(A)
	Sarah Ward	A		Phil Alcabas	A
	Adina Milliken	X		Khursheed Navder	(A) X
	Mee' Len Hom	(A) A	Ming-Chin Yeh	(A) X	
	Hal Grossman	(A) A	Deborah Tolman	A	
			Catherine Raissiguier	(A) X	
			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		A
YanHong Li	0	X
Sohail Khan		X
Shannon O'Rourke		X
	0	
Demi Moore	0	X
Linda Yohannes		X
Anam Khalid		X
Rafael Monroy-Rojas		
Julissa Valerio		
Andrew Shkreli		
Jasmine Azeharie		X
Dorothy Slater		A
Christoper Cantor		A
	0	
Mila Adelman		A
Dine Butler		X
Michael Galka-Giaquinto		X
	0	
	0	
	0	
Bryan Terry		X
	0	
Leonid Prog		X
	0	
Stephon Odom		X
	0	
Zaiba Iqbal		A
	0	
Raymer Contreras		X
Serenity Colon		X
Phuong Vo		X
Saif Zihiri		X

**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	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	X
Provost	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	A
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	E

## APPENDIX II

# Middle States 2019 Final Thoughts

Hunter College Senate  
April 3, 2029

## Points to Remember

- The Self-Study was written in early stages by at least 90 members of the College community assembled into Workgroups; scores of others outside the Workgroups contributed ideas, information, and text to the document.
- Read Standards and Criteria as a guide to what the Visiting Team wants to see in the Self-Study.
- Technological Competency vote coming up later in the meeting. Middle States requires that colleges have a Tech Competency learning outcome for the institution.

## What We Claim in Standard 1

Claim	Possible Areas for Questions
Mission and Strategic Plan guide everything we do	<ul style="list-style-type: none"> <li>• Living the Mission</li> <li>• Strategic Plan for Science</li> <li>• Grants, Research Collaborations</li> <li>• Improvements in Physical Facilities</li> <li>• All in East Harlem</li> <li>• Next Strategic Plan</li> </ul>
The four Strategic Priorities align with Mission and Goals	
Development of the SP was a consultative process and SP was endorsed by Senate. We take steps to keep the Strategic Plan before the community.	

## Standard II: Ethics and Integrity

Claims
We support academic freedom
We take efforts to promote respectful and tolerant campus climate
We communicate honestly in public relations announcements, ads, recruitment practices
We promote affordability and access
We have fair, transparent hiring practices
We have outlets for grievances and address them



## Standard III: Design and Delivery of the Student Learning Experience

Claims	Possible Areas for Discussion
We have an exceptional faculty. They design, deliver and assess the curriculum	<ul style="list-style-type: none"> <li>• Learning expectation for Technological Competency</li> <li>• Appropriate distinctions between undergraduate and graduate courses within the learning outcomes</li> <li>• Faculty review</li> <li>• General Education, clearly defined and consistent with Mission</li> <li>• Goals for interdisciplinary research and study</li> <li>• Goals for experiential learning</li> <li>• Goals for online learning</li> <li>• Support for part-time faculty</li> <li>• Arts Across the Curriculum</li> </ul>
Curriculum is structured so simple things lead to more complex things.	
We support faculty in their research and teaching.	
We review faculty in transparent ways.	
We have the resources to support curriculum	
We have a Gen Ed programs that align with the criteria.	
Graduate education places an emphasis on research and independent thinking.	

## Standard IV: Support of the Student Experience

Claims	Possible Areas for Discussion
We are committed to student success. Budget, management, programming reflect that commitment	<ul style="list-style-type: none"> <li>• Transfer student success vs. first-time students</li> <li>• Support for transfer students</li> <li>• Diversity of student body</li> <li>• Student engagement with support offices and extracurricular activities</li> <li>• Advising</li> <li>• Assessment in Student Affairs</li> <li>• Libraries</li> </ul>
We admit students who have a reasonable chance of success	
We want a student population as diverse as the city we serve, but we fall short for new admits.	
We have clear policies for transfer credit.	
Major offices in Student Affairs conduct assessment	

## Standard V: Educational Effectiveness Assessment

Claims	Possible Areas for Discussion
Academic Departments specify learning outcomes, systematically assess them, and act on the results.	<ul style="list-style-type: none"> <li>• Participation rates in assessment over time</li> <li>• Assessment in graduate programs</li> <li>• Relation of Mission to ILO's</li> <li>• Results of General Education assessment</li> <li>• Campus support for assessment</li> <li>• Is there a culture of assessment?</li> </ul>
Learning outcomes for the institution, General Education, and programs are interrelated.	
Academic Program Reviews occur regularly and make use of student learning assessment.	
We have a plan to assess General Education, and we are following it.	

## Standard VI: Planning, Resources, and Institutional Improvement

Claims	Possible Areas for Discussion
We have objectives and goals linked to the Mission and used for planning.	<ul style="list-style-type: none"> <li>• PMP and CUE planning processes and actions taken as a result</li> <li>• Development of annual financial plan for CUNY</li> <li>• Space planning</li> <li>• Managing capital projects</li> <li>• Planning relationships with CUNY</li> <li>• Planning for technology</li> <li>• Annual Reports as planning documents</li> </ul>
We have documented and communicated planning processes to provide for constituent participation	
Planning is evidence-based and guided by Mission	
We have financial planning and budgeting process aligned with Mission and goals.	
We have sufficient staff and physical/technical infrastructure to support the institution	
We have facilities and technology planning.	

## Standard VII: Governance, Leadership, and Administration

Claims	Possible Areas for Discussion
Governance and administration enable us to realize mission and goals	<ul style="list-style-type: none"><li>• Role of students in governance</li><li>• Role of the HC Senate</li><li>• Relationship between faculty and administration</li><li>• Relations with CUNY and CUNY BOT</li></ul>
We have an appropriate governing body (CUNY BOT)	
President has the credentials and experience required to fulfil responsibilities of the position	
President has assistance of qualified administrators	
We show examples of governance in action with tangible results	

### When?

April 15 and 16: Meetings. Be available.

April 17 – Team Presentation of Findings, Open to College Community  
Tentative Time: 10 am, Room W714

Hunter Middle States Website:

<http://www.hunter.cuny.edu/middle-states>

### APPENDIX III

#### **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.