

MINUTES

Meeting of the Hunter College Senate

15 May 2024

The 691th meeting of the Hunter College Senate convened at 4:00 PM in HW 714.

Presiding: Sarah Chinn, Chair

Attendance: The elected members of the Senate with the exception of those marked absent in Appendix I.

Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-person meetings, and they were enabled to vote using iClicker.

Report by the President: Interim President Ann Kirschner's report is in Appendix II.

SPARC

Update: Chair Chinn invited Interim Provost Manoj Pardasani to provide an update on SPARC. Interim Provost Pardasani said the following:

"Good afternoon, everyone. I want to personally thank you, Sarah, for your leadership for your thoughtfulness, for your inclusiveness and for your enthusiasm and for your capabilities. Thank you for joining all of us and sharing your leadership with us. And thank you, President Kirschner, for your leadership for this year, as well. It is not easy following through a long presidency. I am sure, like I said before, nobody in the world would be inside of this. So, thank you for always showing up. Thank you for being there. Thank you very much.

"A little bit about the SPARC. I hate getting up here and saying not much has changed, but it is the nature as it is. To reiterate for those who are hearing me for the first time; the idea is that the Hunter Brookdale campus at some point in the summer next year, not during the semester, would have to be vacated. That would mean to relocate our academic programs into a swing space or temporary space for about five years, but it could be longer. The plan is Speech-Language Pathology program will be moving to the Graduate Center. They have been generous enough to allow us to share space with them. Then, one of the other programs - Medical Lab Sciences will be moving to 68th Street here in the North building. Those plans are still being done. That leaves two other programs: Nursing which is one of our largest professional schools and of course Physical Therapy. At this point, we are negotiating to move to a shared lease space called Sixty-Three Madison, because that is a street address. It is near Baruch, and Baruch will also share some of that space, as will we. It is still in discussions on what floors and what the floor plans look like and what classrooms to share and what offices are Hunter, what offices are Baruch. So, that is still in discussion and negotiation. This work will continue through the summer. We are going to make sure that our website to inform the entire Hunter community is constantly updated so that you can see what is going on. All of us administrators will be here through the summer, and so if you have any questions, I am always happy to answer them. So, that is the plan as of now. There is no update on housing. There are no plans for housing at the new Brookdale SPARC, but there are other discussions ongoing about increasing access and the availability of affordable housing for our students. We know how much they need that. So, those discussions are also currently ongoing, but not much to share at this point."

Report by the Administrative Committee:

a) Approved Curriculum Changes

The following curriculum changes as listed in the attached report dated 15 May 2024 have been approved as per Senate resolution and are submitted for the Senate's information. Items: GS-1604. Nursing (New course), GS-1605 Special Education (Change in courses), GS-1606 Special

Education (Change in degree program), GS-1608 Special Education (New degree program), GS-1609 Special Education (New course), GS-1610 Special Education (New degree program), GS-1607 Curriculum & Teaching (New degree program), US-2688 Film & Media (Change in course), US-2690 German (Change in MOI), US-2692 German (Change in course and Crosslisting), US-2694 Biology (New course and Add W, InS, Swo, STEM, MOI), and US-2695 Biology (Change in MOI).

b) Senate Meeting Schedule Fall 2024/Spring 2025

The Fall 2024/Spring 2025 Senate meeting schedule was distributed by email for the following Wednesdays from 3:50 to 5:20 PM:

FALL 2024	SPRING 2025
September 11 and 25	February 5 and 19
October 9 and 23	March 5 and 19
November 6 and 20	April 9 and 23
December 4 and 11	May 7 and 14

The Senate Fall 2024/Spring 2025 schedule was approved by unanimous consent.

c) College Calendar for Fall 2024/Spring 2025

The attached university-wide College Calendar for 2024-2025, as issued by the CUNY Central Administration, is submitted for the Senate's information as Appendix III.

d) Ceremonial Adoption of Candidates for Graduation

Chair Chinn moved for the ceremonial adoption of the list of candidates for diplomas and degrees to be awarded on 4 June 2024. The motion carried by unanimous consent.

e) Election of Officers and At-Large members of Administrative Committee

Chair Chinn yielded the floor to Vice Chair, Nicole Palmetto.

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

Professor Sarah Chinn (English) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Professor Chinn was re-elected.

Vice Chair Palmetto yielded the floor back to Chair Chinn.

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

Mr. Daniel Cronin (Macaulay Honors College Program) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Mr. Cronin was elected.

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

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

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Ms. Jeninsky was re-elected.

There was a motion to extend the Election Procedures for the Administrative Committee for another year. The motion carried by unanimous consent.

The floor was open for nominations for At-Large Member.

Professor James Mandiberg (School of Social Work) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Professor Mandiberg was re-elected.

The floor was open for nominations for At-Large Member.

Professor Rupal Oza (Women & Gender Studies) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Professor Oza was elected.

The floor was open for nominations for At-Large Member.

Professor Ines Miyares (Geography) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Professor Miyares was elected.

The floor was open for nominations for At-Large Member.

Professor Nadine Bryce (School of Education) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by unanimous consent and Professor Bryce was elected.

f) Resolution in honor of Dean Andrew Polsky

Chair Chinn read the Resolution Recognizing Andrew J. Polsky, Outgoing Ruth and Harold Newman Dean of the School of Arts and Sciences into the record.

Resolution Recognizing Andrew J. Polsky, Outgoing Ruth and Harold Newman Dean of the School of Arts and Sciences

Whereas, Andrew J. Polsky has been a member of the Hunter faculty in the Political Science department since 1984, serving as department chair (twice!); and

Whereas, Dean Polsky has served as Dean of the School of Arts and Science, the largest school at Hunter College, in both acting and permanent roles, for eleven years; and

Whereas, despite his extensive and intensive administrative responsibilities, Dean Polsky has sustained an active publishing profile as both a scholar and a public intellectual; and

Whereas, among his many accomplishments, Dean Polsky has helped raise the graduation rates for undergraduates in Arts and Sciences; and

Whereas, despite ongoing budget cuts, Dean Polsky has been instrumental in bringing and retaining hundreds of new faculty to the College; and

Whereas, in response to faculty input, Dean Polsky has shepherded dozens of Associate Professors to the rank of Full Professor; and

Whereas, Dean Polsky has cemented the reputation of the School of Arts and Sciences for excellence in pedagogy as well as research, writing, and creative activity; therefore,

Be it resolved, that the Hunter College Senate thanks Dean Andrew J. Polsky for his innumerable contributions to the School of Arts and Sciences and to Hunter College more generally; and

Be it further resolved, that the Senate extends to Dean Polsky fond wishes for this next stage of his personal and professional endeavors.

The Resolution was adopted by unanimous consent.

g) **Resolution in honor of President Ann Kirschner**

Chair Chinn read the Resolution thanking Ann Kirschner for her tenure as Interim President of Hunter College into the record.

Resolution thanking Ann Kirschner for her tenure as Interim President of Hunter College

Whereas, Ann Kirschner took on the role of Interim President of Hunter College and worked to shepherd the College through a period of major transition; and

Whereas, President Kirschner brought a breath of fresh air to a previously constrained atmosphere at the College; and

Whereas, President Kirschner initiated important conversations on campus about the future of higher education and its relationship to emerging technologies; and

Whereas, President Kirschner advocated for faculty, students, and staff in the planning stages of the SPARC project; and

Whereas, during a period of political upheaval and intense debate, she listened to faculty, student, and staff concerns; therefore

Be it resolved, that the Hunter College Senate thanks Ann Kirschner for her work as Interim President of Hunter College; and

Be it further resolved, that we extend best wishes for wherever her career next takes her.

The Resolution was adopted by unanimous consent.

Committee Reports:

Joint report by the GER Committee and the Undergraduate Course of Study Committee

Chair Chinn invited Professor Chris Mitchell, co-Chair of the Undergraduate Course of Study Committee, to present an update on the Pluralism & Diversity requirement. The list of courses that have been approved for the new Pluralism & Diversity requirement is in Appendix IV.

Professor Mitchell said the following:

“Thank you, Professor Chinn. Also, thanks to Professor Kowerski and to all members of the UCSC the GER Committee, and especially to Lara. This is a real task compounding all of this. Currently by my count, we have 31 courses that are fully approved although I am not sure exactly what is circulating because we have had different numbers come in over the last week or so. There are 29 that we have

approved with revisions, and we have around 30-40 that are currently in the pipeline. We have decided as a committee to do some of this work over the summer. We will be voting electronically on some of these, but I want to encourage you to continue to send in applications for courses to be designated P&D. They will be approved over the next couple of weeks, and we will continue this expedited process through Fall of 2024. My understanding from Scheduling and from the Registrar's Office is that these new P&D designations will be in CUNYfirst. So, our incoming class: first-year students and transfer students will be able to register for those courses. Any courses that are approved in the meantime will be retroactively approved for P&D credit under the new P&D requirements. "

Committee on the Evaluation of Teaching

Chair Chinn invited former Senate Vice Chair, Nicole Palmetto, to provide an update on the committee's work. Ms. Palmetto's presentation is in Appendix V.

Committee on the Calendar

Chair Chinn invited Professor Zachary Shirkey, Chair of the Committee on the Calendar, to present key finding from the Department Chair and Program Head survey. Professor Shirkey's presentation is in Appendix VI.

Report on the Writing Requirement

Chair Chinn invited Professor Thomas DeGloma, Sociology, and Collin Craig, Assistant Dean of Curriculum, Academic Program Review and Graduate Programs, to present a draft **Report of the Presidential Task Force on the Hunter College Writing ("W") Requirement and Course Designation**. The report is available in Appendix VII.

Old Business:

Interim Provost Manoj Pardasani presented a report on doxing on behalf of Administration in response to the Resolution passed on 1 May 2024.
Interim Provost Pardasani said the following:

"Thank you, everyone. I am presenting on behalf of the Administration as the Resolution called for the Administration to respond. So, we have heard concerns from several faculty members regarding doxing in the course of the current Middle East conflict. Doxxing is when you collect and disseminate someone's personal information seeking to shame, expose, or intimidate them. The information is often obtained from public records. Hunter College is aware of incidents of doxxing targeting members of our community including the display of pictures and information posted on digital billboard trucks, which were circling our campus last year as well as the creation of websites that target faculty members and students. Hunter College does not condone the doxxing of any member of its community. I speak for the entire Administration to say that we find this practice abhorrent and deeply disturbing, and we are against it. To assist the Hunter College community, the Provost Office created a doxxing resource page which gives information about doxing and what could be done; some tips to faculty members who were affected by this. After this, I will send it out through the Senate to everybody. It also mirrors the same advice on doxxing that was put forth by CUNY Central on its doxxing webpage. Resource page lists various actions you can take if you believe you have been doxxed. Some of the recommendations on the webpage are about sending a written request to the organization that you believe has posted false or misleading information about you asking them to remove the information. Similarly, sending a written request to a social media platform if a platform user has posted abusive, harassing or threatening statements about you. One of the other suggestions was reporting the instances of doxxing that you believe to contain an explicit threat of violence to 911 or to our Department of Public Safety.

"When doxxing uses our CUNY digital resources, I think the last time people gave examples of photos from CUNY web pages as well as the Hunter College logo, what can be done about it? Where doxxing is perpetrated by external organizations or individuals, Hunter's options to address this conduct are limited. This comes from our consultation with the Office of Legal Counsel here as well as the Office of Chief

Legal Counsel at CUNY. In the case of billboard trucks, we do not have jurisdiction over the public roads surrounding the campus, so we cannot stop the trucks. The NYPD can require vehicles to remain on public streets only if they can actually remove them for the double park or obstructing pedestrian crossings. We will also contact NYPD in those instances and members of the community can call 311 if they should want to do so.

“We have received inquiries from faculty members asking the college to take legal action in specific situations. These requests have been forwarded to our Office of Legal Affairs for review. As explained by Legal Affairs, there are several issues here. Simply compiling or publishing publicly available information is rarely illegal. Currently, there are no explicit federal or New York State laws protecting doxxing victims. Regarding the use of CUNY's trademark and the Hunter logo in these doxxing actions, trademark law requires a fair use of trademarks of others in connection with news reporting, criticism, or commentary. Most instances that have come to our attention and that of CUNY's Office of Legal Affairs have fallen into that area. For instance, if you are using the Hunter logo and someone's photo from the Hunter community to criticize them, that is not considered illegal. However, if you use the Hunter logo or one of our photographs to fraudulently raise monies for some imaginary charity, then that is illegal and that can be reported. However, doxxing that is driven by an intended targeting individual may trigger criminal conduct like stalking, harassment, identity theft or incitement of violence. In some cases, then, existing laws against cyber harassment and digital abuse have been invoked. If you believe that you have been targeted by conduct that violates laws against cyber harassment, stalking or digital abuse, please report the incident to the police and to Hunter's Department of Public Safety. Those are our updates. Thank you.”

Interim Provost Pardasani announced that there is a reception to celebrate Presidential Awards for Faculty Excellence this evening on the 17th floor of the East Building in the Presidential Conference Room. Provost Pardasani invited everyone to come and support Hunter faculty and recognize their amazing work.”

**New
Business:**

Bushir Juwara, President of the Undergraduate Student Government, presented the following resolution:

**A Resolution Demanding Amnesty for Students Arrested at CCNY Demonstrations
on April 30th, 2024**

BE IT RESOLVED: The Hunter College Senate stands united with the Undergraduate Student Government (USG) in urging the City University of New York (CUNY) administration to grant amnesty to students arrested during the CCNY demonstrations on the evening of April 30, 2024. If adopted, this resolution should be sent to the CUNY Chancellery; and

BE IT FURTHER RESOLVED: Hunter College Senate demands that all students arrested during the pro-Palestine protests at the CCNY campus on April 30, 2024, be granted full amnesty, facing no further disciplinary action or academic repercussions at their respective CUNY campuses; and

BE IT FURTHER RESOLVED: Hunter College Senate demands that Chancellor Félix V. Matos Rodríguez and the CUNY administration work with the District Attorney's office to address legal matters affecting CUNY students and seek appropriate resolutions, including dropping charges and expunging records where applicable; and

BE IT FURTHER RESOLVED: The CUNY Chancellor must abide by shared governance with the student trustee and other student leaders; and

BE IT FURTHER RESOLVED: Hunter College Senate stands in solidarity with all students affected by these arrests and pledges to continue advocating for their rights and well-being; and

BE IT FURTHER RESOLVED: Hunter College Senate opposes and condemns the CUNY Board of Trustees' resolution to authorize a contract with Strategic Security Corp. (SSC). Instead, the Hunter

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Senate urges the Board of Trustees to adopt a resolution to use the planned \$4 million, originally intended for SSC, in ways that directly benefit the students, faculty, and staff of CUNY.

This resolution shall take effect immediately upon its passage.

It was seconded. Debate followed.

There was a motion to amend the Resolution by removing the last **Be It Further Resolved** clause. The question on the amendment was called and carried.

iClicker voting produced the following results: 26 in favor, 26 against, five abstentions. The amendment failed.

The question to adopt the Resolution was called and carried. iClicker voting produced the following results: 42 in favor, seven against, six abstentions. The Resolution failed.

Due to the late hour, the meeting was adjourned at 5:23PM.

Respectfully submitted,

Sarah Jeninsky
Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) A
Anthropology	Jackie Brown	A	Medical Laboratory Sciences	Barry Cherkas	(A) A
	Stephanie Levy	(A) X		Chad Euler	A
	Milena Shattuck	(A) A		Steven Einheber	(A) X
Art & Art History	Itam Uchenna	A	Music	Muktar Mahajan	(A) X
	Dave Mckenzie	A		Michele Cabrini	A
	Howard Singerman	(A) A		L. Poundie Burstein	(A) A
Biological Sciences	Emily Braun	(A) X	School of Nursing		(A) X
	Ben Ortiz	A		William Samuels	A
	Jesus Angulo	A			0
Chemistry	Paul Feinstein	(A) X	Philosophy	Tara Heagle	X
	Carmen Melendez	(A) X		Deidre O'Flaherty	(A) X
	Gabriela Smeureanu	A		Omar Dahbour	A
Classical & Oriental Studies	Nancy Greenbaum	(A) X	Physics & Astronomy	Daniel Harris	(A) X
	Brian Zeglis	(A) X		Kyle Ferguson	(A) X
	Nadya Kobko-Litskevitch	X		Kelle Cruz	A
Computer Science	Frederick Rogals	A	Political Science	Yuhang Ren	(A) X
	Doron Friedman	(A) X		Ying-Chih Chen	(A) X
		(A)		Lina Newton	A
Curriculum & Teaching	Sarah Ita Levitan	X	Psychology	Robert Jenkins	(A) X
	Raj Korpan	(A) A		Michael Lee	(A) X
	Saptarshi Debroy	X		Darlene DeFour	A
Dance		0 (A)	Physical Therapy	Nesha Burghardt	X
	Edgar Troudt	A		Glenn E Schafe	(A) A
	Stephen Demeo	A		Peter Serrano	(A) X
Economics	Maverick Zhang	(A) X	Romance Languages	Jaya Rachwani	A
	Tim Farnsworth	X		Milo Lipovac	(A) X
	Maura Donohue	X		Chad Woodard	(A) X
Educational Foundations & Counseling Programs	Ana Nery Fragoso	(A) X	School of Social Work	Magdalena Perkowska	X
	David Capps	(A) X		Monica Calabritto	(A) X
	Tim Goodspeed	X		Julie Van Peteghem	(A) X
English	Michelle Liu	A	Sociology	Jonathan Prince	X
	Kenneth McLaughlin	(A) A		George Patterson	X
	Avi Liveson	(A) X		Marina Lalayants	(A) X
Film & Media Studies			Special Education	Keith Chan	(A) X
	Sarah Bonner	(A) X		Mark Halling	A
	John Keegan	(A) X		Mike Benediktsson	(A) X
Geography & Environmental Sci	Sarah Chinn	A	SLPA	Heba Gowayed	(A) X
	Janet Neary	A		Salvador Ruiz	A
	Mark Miller	A		Melissa Jackson	(A) X
German	Angie Reyes	(A) X	Theatre	Kristen Hodnett	(A) A
	Larry Shore	A		Nancy Eng	X
				Michelle MacRoy-Higgins	(A) X
History	Tami Gold	(A) A	Urban Policy and Planning	JungMoon Hyun	(A) X
	Gustavo Mercado	(A) X		Claudia Orenstein	A
	William Solecki	X		Louisa Thompson	X
Library		(A)	Nutrition and Public Health*		(A)
	Sun Shipeng	(A) X		Lily Baum Pollans	A
	Christina Mekonen	A		Victoria Johnson	(A) X
Mathematics & Statistics	Elke Nicolai	(A) X	Women & Gender Studies		0 (A)
	Aine Zimmerman	(A) A		Susan Cardenas	A
	D'Weston Haywood	X		Khursheed Navder	(A) A
Medical Laboratory Sciences	Manu Bhagavan	(A) A	Music	Steven Trasino	(A) X
	Mary Roldan	X		Jennifer Gaboury	X
	Iris Finkel	X		Catherine Raissiguier	(A) A
Philosophy	Ajatshatru Pathak	X	School of Nursing	Rupal Oza	(A) X
	Dorian Onifer	(A) A			X
		(A)			

Students

Nicole Palmetto	A
Ariadna Pavlidis-Sanchez	A
Aysha Khan	X
Ronette Johnson	X
Olivia Massey	X
Lorraine Santana	X
Ermina Chowdhury	X
Nishat Raihana	X
Hridika Tasnim	X
Viet Thanh Phan	A
Veronica Witkowski	X
Ariana McNab	X
Juan Sebastian Barahona	X
Daniel Cronin	A
Ahmed Tabbakh	X
Gabriela Covaria	X
Labiba Iqra	X
Aliyah Harrison	A
Susana Sanchez	X
Rachel Weng	A
Rosa Rivera	X
Shannon Benjamin	E
Jasmina Rustamova	X
Iman Meawad	X
Hafsa Naseer	A
Roseline Olumuyide	X
Deni Espinoza	X
Joanna Ng	X
Tyler Etienne	A
Raitah Jinnat	X
Johanna von Maack	A
Kanishka Awasthi	A
Isabella Grullon	X
Priscilla Jimenez	A
Naushin Sakirah	X
Ezra Hubbard	A
Hamdha Mohammed Nijamdeen	A
Alexander Pappas	A
Saidmukhammad Ergashev	X
Izadora Lima Soares Prereira	X
Eleanor Gunasingh	X
Juliannamaria Jurado	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
English	Donna Paparella	X
Psychology	Stefan Schlussman	A
Social Work	James Mandiberg	X
Medical Lab Science	Hongxing Li	X
Religion	Wendy Raver	E
Political Science	Rosa Squillacote	X
English	Priscilla Yamir	A
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Art & Art History	Peter Dudek	A

Ex-Officio

President, USG	Bushir Juwara	A
Vice President, GSA		0
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLA Representative	Irina Ostrozhnyuk	X
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Jennifer Tuten	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
Assistant Vice President for Student Aff.	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	X

APPENDIX II

“Welcome everyone to the last meeting of the Senate for the school year and my last Senate meeting as Hunter President. It has been a tumultuous year; I think we can all agree. I appreciate all the support and the wise counsel that I have received. It has been a year of big changes, many more changes to come, and progress on many fronts. I would like to touch on a few.

“First of all, on our campus. At the first meeting I attended, we talked about Hunter College, our home, and the state of repair and in some cases disrepair. The good news is that we are going to be spending millions of dollars of New York State capital to update this place. This has consumed many of us in the President’s Office this year planning for five years of swing space while the new construction goes on. We have been particularly focused on the School of Nursing, the science departments, options for housing, and the renovations of the North building. I am excited to come back at some point to see what the North building looks like.

“Careers. We are going to be revamping Career Services in a big way. That is going to be a huge priority here. The “Hunter Works Career Initiatives” that we announced a few weeks ago will set graduates up for internships and jobs. In the category of policy and a crystal ball, it has been a lot of fun for me to host discussions about the future of higher ed and work in our “Mapping the Future of Higher-Ed” series at Roosevelt House.

“Academic success. It is our mission and what we are here for. I can talk about this all day. Today, I went to the final presentations of the students who were in the Mellon seminars, and I have to tell you, particularly for anyone who worries about the future of the humanities, they are alive and well in these students’ activities. There were projects on public health and aging, on the poetry of Emily Dickinson, on the birth of Black music in Philadelphia, around policies addressing homelessness and affordable housing, around the choreography and achievements of Nina Foch, and Audre Lorde, the history of the Ramblers, and the LGBTQ athletes in New York City. It was really quite amazing.

“Also, in the category of student success, we are about to graduate our first cohort of the Evelyn Lauder Community Care Nurse Practitioner Program Fellows, a brand-new program that is going to be a signature program here. We have two students who won NSF Foundation fellowships. Another student won a Jeannette K. Watson Fellowship and yet another was selected for a fellowship from New York City Urban Fellows. That is the joy of this time of the academic year.

“Fundraising. We have had a remarkably successful year in raising additional philanthropy for the college. Most of this happens behind the scenes, but in the next couple of weeks, you will be hearing some big announcements, which I hope will please you because some of them relate specifically to faculty and student success. We welcomed 72 new faculty members to Hunter College this year. Some of them won wonderful awards and grants. I want to give a shout-out to our MFA program where our faculty member David Adjmi was nominated for thirteen Tony Awards for *Stereophonic* which, if you get a chance to see on Broadway, is quite fantastic.

“It is impossible to talk about this year without mentioning our evolving campus climate which has been stormy. In mid-April, the Division of Student Affairs put on the Stand Up Against Hate Week, which I think was a really important event. Then, last week, some of you may have participated in the ice cream social. Does anybody want to guess how many ice cream cones we had? A thousand? Okay, seventeen hundred ice cream cones. I personally do not know why anybody would order vanilla which was available. That is just me.

“Our Presidential Task Force on Civility and Controversy has met several times, and it has been making recommendations. At Hunter, we all remain concerned about incidents of doxxing, and you will hear more about that when the Provost presents his update.

“A couple of thank yous. Let me start with thanks to the Senate leadership and the Senate Administrative Committee with whom I have met many times this year. We appreciate the efforts of Senate Chair, Professor Sarah Chinn and our Undergraduate Course of Study Committee co-chairs, Professors Schlussman and Mitchell, and our Graduate Course of Study and Academic Requirements Committee co-chairs, Professors Chen and Hardy. Thank you for the refresher course on shared governance. This is a very special Senate. A special note of thanks to our outgoing Dean Andy Polsky. I know the School is going to be in great hands with Senior Associate Dean Erica Chito Childs as she steps into Andy’s shoes and his P card. Thanks to all the senior staff members in the President’s Office. I will not take the time now to mention all their names, but you know how appreciated you are. It has been an honor, a privilege, sometimes difficult, sometimes joyous, but always inspiring to be a part of Hunter College this year. So, I really want to end with thanks to all of you for your support of this place and for all you do to make the Hunter College community incredibly important and the high-impact place that it is.”

APPENDIX III
THE CITY UNIVERSITY OF NEW YORK
2024-2025 ACADEMIC CALENDARS

SUMMER 2024

May 2024:

Tu 28 Start of Summer term

June 2024:

W 19 COLLEGE CLOSED

July 2024:

Th 4 COLLEGE CLOSED

August 2024:

Tu 20 End of Summer term

FALL 2024

August 2024:

W 28 Start of Fall term

September 2024:

M 2 COLLEGE CLOSED

October 2024:

W 2- F 4..... No classes scheduled

F 11-Sa 12 No classes scheduled

M 14 COLLEGE CLOSED

Tu 15 Classes follow Monday schedule

November 2024:

W 27 Classes follow Friday schedule

Th 28 – F 29 COLLEGE CLOSED

Sa 30..... No classes scheduled

December 2024:

Su 1..... No classes scheduled

Su 15 – Sa 21..... Final examinations

Sa 21 End of Fall term

Tu 24 – W 25..... COLLEGE CLOSED

Tu 31 COLLEGE CLOSED

January 2025:

W 1 COLLEGE CLOSED

WINTER 2025

January 2025:

Th 2 Start of Winter session

M 20 COLLEGE CLOSED

Th 23 Final exams and end of Winter session

SPRING 2025

January 2025:

Sa 25 Start of Spring term
W 29 No classes scheduled

February 2025:

W 12 COLLEGE CLOSED
M 17 COLLEGE CLOSED
Tu 18 Classes follow Monday schedule

March 2025:

Th 6 Classes follow Wednesday schedule

April 2025:

Sa 12 – Su 20 Spring Recess – No classes scheduled

May 2025:

F 16 – Th 22 Final examinations
Th 22 End of Spring term
M 26 COLLEGE CLOSED

APPENDIX IV

Office of the Hunter College Senate
Room E1018

Telephone: 772-4200

15 May 2024

TO: Members of the Hunter College Senate

FM: Senate Office

RE: Approved Curriculum Changes- Courses for the New Pluralism & Diversity

GRADUATE SUBSTANTIVE CHANGES

Senate Number	School	Academic Unit	Course	Category
UE-2546	A&S	AFPRL	AFPRL 10000	P&D/2
UE-2547	A&S	English	ENGL 30600	P&D/4
UE-2548	A&S	AFPRL	AFPRL 29086	P&D/3
UE-2550	A&S	AFPRL	AFPRL 18100	P&D/3
UE-2553	A&S	Psychology	PSYCH 36200	P&D/3
UE-2555	A&S	Asian American Studies	Asian 21000	P&D/2
UE-2559	A&S	English	ENGL 37151	P&D/4
UE-2560	A&S	English	ENGL 37200	P&D/4
UE-2561	A&S	English	ENGL 32601	P&D/1
UE-2567	A&S	English	ENGL 30700	P&D/2
UE-2568	A&S	Political Science	POLSC 25700	P&D/2
UE-2571	A&S	Political Science	POLSC 37400	P&D/2
UE-2573	A&S	Political Science	POLSC 20000	P&D/2

UE-2574	A&S	Political Science	POLSC 30900	P&D/3 and 4
UE-2575	A&S	Political Science	POLSC 28000	P&D/3
UE-2576	A&S	Film & Media	FILM 21502	P&D/3
UE-2577	A&S	Film & Media	FILM 21501	P&D/3
UE-2580	A&S	Film & Media	FILM 21452	P&D/3
UE-2582	A&S	Political Science	POLSC 21900	P&D/2 and 3
UE-2584	A&S	Political Science	POLSC 34100	P&D/2
UE-2585	A&S	Political Science	POLSC 33400	P&D/2 and 3
UE-2586	A&S	Political Science	POLSC 11500	P&D/1 and 2
UE-2587	A&S	Political Science	POLSC 21500	P&D/4
UE-2588	A&S	Political Science	POLSC 21800	P&D/3
UE-2589	A&S	Political Science	POLSC 22100	P&D/2
UE-2590	A&S	Political Science	POLSC 22800	P&D/2
UE-2591	A&S	Political Science	POLSC 27500	P&D/1
UE-2594	A&S	AFPRL	AFPRL 3XX	P&D/1
UE-2617	A&S	Anthropology	ANTHC 22500	P&D/2
UE-2619	A&S	Anthropology	ANTHC 31200	P&D/3
UE-2620	A&S	Anthropology	ANTHC 31300	P&D/2 and 3
UE-2622	A&S	Anthropology	ANTHC 32200	P&D/1 and 3
UE-2623	A&S	Anthropology	ANTHC 33100	P&D/3

UE-2624	A&S	Anthropology	ANTHC 34500	P&D/3 and 4
UE-2625	A&S	Anthropology	ANTHC 40161	P&D/4
UE-2628	A&S	Music	MUSHL 10100	P&D/4
UE-2629	A&S	History	HIST 31700	P&D/3
UE-2632	A&S	Film & Media	Media 18000	P&D/3
UE-2633	A&S	Music	MUSHL 21700/AFPRL 29000	P&D/3
UE-2635	A&S	Religion	REL 11100	P&D/4
UE-2636	A&S	Religion	REL 27000	P&D/4
UE-2641	A&S	Geography & Environmental Science	GEOG 37000	P&D/4
UE-2642	A&S	Geography & Environmental Science	GEOG 28306/AFPRL 2901C	P&D/3
UE-2647	A&S	Classical & Oriental Studies	CLA 20300	P&D/2
UE-2653	A&S	Film & Media	MEDIA 27100	P&D/3
UE-2654	A&S	Economics	ACCP 47600	P&D/3
UE-2655	A&S	Geography & Environmental Science	GEOG 35700	P&D/3
UE-2656	A&S	Geography & Environmental Science	GEOG 38329	P&D/4

UE-2657	A&S	Geography & Environmental Science	GEOG 24100	P&D/1 and 3
UE-2660	A&S	Film & Media	MEDPL 39901	P&D/4
UE-2661	A&S	Urban Policy & Planning	URBS 10100	P&D/3
UE-2662	A&S	Psychology	Psych 23500	P&D/3
UE-2663	A&S	Psychology	PSYCH 38402	P&D/2
UE-2664	A&S	Psychology	PSYCH 38501	P&D/2
UE-2677	A&S	Film & Media	FILM 22700/MEDIA 22700	P&D/3
UE-2679	A&S	Religion	REL 20900	P&D/2
UE-2681	A&S	Religion	REL 20800	P&D/3
UE-2684	A&S	Sociology	SOC 21700	P&D/3
UE-2686	A&S	History	HIST 25022	P&D/1, 2,and 3
UE-2687	A&S	History	HIST 25015	P&D/1, 2,and 3

APPENDIX V

Committee on the Evaluation of Teaching (23-24)

Old Theme

Was your work graded fairly?	3	0	3	0
Did the instructor return graded material in a timely manner?	3	1	2	0
Did the instructor keep his or her office hours?	3	0	3	0

Demographic Information

1. I am enrolled in this course because:

Enrollment Reason	Number of Responses	Enrollment Reason	Number of Responses
It is part of my major	3	It is part of my minor	0
It is an elective	0	I am using it for the Distribution/GER Core Requirement	0
It is a prerequisite for my program of study	0	I am using it for the Pluralism & Diversity Requirement	0
I am using it for the Foreign Language Requirement	0	Other	0

2. I am meeting the requirements for this course (for example: attendance, reading, studying for exams, completing assignments, participation in class):

Number of Responses	Number of Responses
Yes	No
3	0

3. Grade you expect in this course:

Grade	Number of Responses	Grade	Number of Responses
A	2	B	0
C	1	D	0
F	0	Credit, No Credit, Audit	0

4. Major or Field:

Major/Field	Number of Responses	Major/Field	Number of Responses
Education	0	Science & Mathematics	0
Arts & Humanities	0	Social Sciences	3
Nursing	0	Social Work	0
Health Sciences	0	Not Decided	0
Other	0		

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NP2297

Question (Scale 1 to 5)	Number of Responses	Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Very Good (5)	Excellent (6)	Outstanding (7)	Average
Provides clearly defined objectives for students	3	0	0	0	1	1	0	1	5.33
Treats all students in a respectful manner	3	0	0	0	0	0	2	1	6.33
Presents course content in an organized manner	3	0	0	0	0	2	0	1	5.67
Makes good use of examples and illustrations to clarify concepts	3	0	0	0	0	0	1	2	6.67
Integrates difficult and abstract ideas	3	0	0	0	0	0	1	2	6.67
Effectively communicates teacher knowledge of the subject to students	3	0	0	0	0	0	1	2	6.67
Challenges me intellectually	3	0	0	0	0	0	1	2	6.67
Has increased my interest in the subject	3	0	0	0	0	0	1	2	6.67
My overall evaluation of the instructor's teaching	3	0	0	0	0	0	2	1	6.33

Question (Scale 1 to 5)	Number of Responses	Very Little (1)	Moderate (2)	Very Much (3)	Did Not Answer	Average
As much as possible, did the instructor provide individual attention?	3	0	1	2	0	2.67
As much as possible, did the instructor encourage student participation?	3	0	0	3	0	3
As much as possible, did the instructor provide constructive feedback on work submitted?	3	0	1	2	0	2.67
How helpful to you were instructor's responses to questions that you asked?	3	0	1	2	0	2.67
Did supplemental materials (for example, website, audiovisual aids, etc.) enhance course content?	3	0	1	2	0	2.67

Question	Number of Responses	No	Yes	Did Not Answer
Did exams and assignments reflect materials emphasized in course?	3	0	3	0
Did the syllabus or other documents accurately reflect course content and grading?	3	0	3	0
Did the instructor begin and end class on time?	3	0	3	0
Was your work graded fairly?	3	0	3	0
Did the instructor return graded material in a timely manner?	3	1	2	0
Did the instructor keep his or her office hours?	3	0	3	0

Demographic Information

1. I am enrolled in this course because:

Enrollment Reason	Number of Responses	Enrollment Reason	Number of Responses
It is part of my major	3	It is part of my minor	0
It is an elective	0	I am using it for the Distribution/GER Core Requirement	0
It is a prerequisite for my program of study	0	I am using it for the Pluralism & Diversity Requirement	0
I am using it for the Foreign Language Requirement	0	Other	0

2. I am meeting the requirements for this course (for example: attendance, reading, studying for exams, completing assignments, participation in class):

Number of Responses	Number of Responses
Yes	No
3	0

New Theme (Thanks IT!)

HUNTER COLLEGE

TEACHER EVALUATION SUBMISSION
FOR SPRING 2024

NetID

Password

Login as Student Login as Faculty/Staff

What are my Hunter NetID and password?

If you are not able to log in, please contact the helpdesk at <https://hunter.cuny.edu/information-technology/>.

NOTE: For security reasons, please logout and close your browser after you are done.

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HUNTER COLLEGE Teacher Evaluation

Please review the instructors list and evaluate only your instructors as there can be multiple instructors assigned to teach the course. Some of your instructors may require 2 evaluations (standard and clinical) and some may not require any. Click on the "Evaluate" to proceed to the evaluation form.

If the instructor's name is missing, please contact the Student Help Desk by phone: (212) 650-3624 or by email: studenthelpdesk@hunter.cuny.edu.

The deadline is Wednesday 05/15/2024.

COURSE	INSTRUCTOR	STANDARD FORM	CLINICAL FORM
HR 22048 Sec: 01	LEIDHOLDT,DORCHEN A	Evaluate	-
HAF 40N02 Sec: 01	ISRAEL,NCO	Evaluate	-
MUSPF 35300 Sec: 01	SHEETZ,MICHAEL ALEXANDER	Evaluate	-
MUSPF 40700 Sec: 03	BURLISON,DEFFREY	-	-
	JACKSON,ASHLEY J	-	-
PH 41300 Sec: 01	CARDONAS,SUSAN	Evaluate	-
PH 41500 Sec: 01	VAUGHN,DRENDY L	Evaluate	-
PUPOL 40000 Sec: 01	BRINKLE,JEROME A	Evaluate	-

NOTE: For security reasons, please logout and close your browser after you are done.

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New Theme

HUNTER COLLEGE Teacher Evaluation

Standard Form: Evaluation for LEIDHOLDT,DORCHEN A teaching HR 22048 Sec: 01

Demographic Information

How frequently did you attend this class? * -Select One-

I am enrolled in this course because (mark all that apply): *

☐ It is part of my major

☐ It is part of my minor

☐ It is an elective

☐ I am using it for the Distribution/GER Core Requirement

☐ It is a prerequisite for my program of study

☐ I am using it for the Pluralsim & Diversity Requirement

☐ I am using it for the Foreign Language Requirement

☐ Other

I am meeting the requirements for this course (for example: attendance, * reading, studying for exams, completing assignments, participation in class):

☐ Yes ☐ No

Grade you expect in this course: * -Select One-

Major or Field: * -Select One-

Back to Select Instructor Save and Proceed to Instructor Evaluation

NOTE: For security reasons, please logout and close your browser after you are done.

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HUNTER COLLEGE Teacher Evaluation

Standard Form: Evaluation for LEIDHOLDT,DORCHEN A teaching HR 22048 Sec: 01

Please make sure to save your answers within 1 hour to avoid the web browser session expiration.

RATE YOUR INSTRUCTOR BASED ON YOUR COLLEGE EXPERIENCE

Provides clearly defined objectives for students? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Treats all students in a respectful manner? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Presents course content in an organized manner? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Makes good use of examples and illustrations to clarify concepts? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Interprets difficult and abstract ideas? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Effectively communicates higher knowledge of the subject to students? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Challenges me intellectually? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

Has increased my interest in the subject? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

My overall evaluation of this instructor's teaching? * ☐ Poor ☐ Fair ☐ Satisfactory ☐ Good ☐ Very Good ☐ Excellent ☐ Outstanding

THE NUMBER OF THE CATEGORY

As much as possible, did the instructor provide individual attention? * ☐ Very Little ☐ A moderate amount ☐ Very much ☐ Does not apply

As much as possible, did the instructor encourage student participation? * ☐ Very Little ☐ A moderate amount ☐ Very much ☐ Does not apply

As much as possible, did the instructor provide constructive feedback on work submitted? * ☐ Very Little ☐ A moderate amount ☐ Very much ☐ Does not apply

How helpful to you were instructor's responses to questions that you asked? * ☐ Very Little ☐ A moderate amount ☐ Very much ☐ Does not apply

Did supplemental materials (for example, videos, audio/visual aids, etc.) enhance course content? * ☐ Very Little ☐ A moderate amount ☐ Very much ☐ Does not apply

New Theme

HUNTER COLLEGE Teacher Evaluation

As much as possible, did the instructor provide constructive feedback on work submitted? *

Very Little A moderate amount Very much Does not apply

How helpful to you were instructor's responses to questions that you asked? *

Very Little A moderate amount Very much Does not apply

Did supplemental materials (for example, website, audio/visual aids, etc.) enhance course content? *

Very Little A moderate amount Very much Does not apply

MARK THE RESPONSE WHICH BEST DESCRIBES YOUR JUDGEMENT

Did exams and assignments reflect materials emphasized in course? *

No Yes

Did the syllabus or other documents accurately reflect course content and grading? *

No Yes

Did the instructor begin and end class on time? *

No Yes Does not apply

Was your work graded fairly? *

No Yes Does not apply

Did the instructor return graded material in a timely manner? *

No Yes Does not apply

Did the instructor keep his or her office hours? *

No Yes Does not apply

FREE RESPONSE: Write any further comments about the course

(This section will be submitted to your instructor.)

Go Back Save Evaluation and Confirm

EXERCISE YOUR JUDGMENT

Emphasized in course? No Yes

Course content and grading? No Yes

End class on time? No Yes Does not apply

Work graded fairly? No Yes Does not apply

In a timely manner? No Yes Does not apply

For her office hours? No Yes Does not apply

No more editing after submission. Do you want to proceed?

Cancel OK

Comments about the course (or.)

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New Theme

HUNTER COLLEGE Teacher Evaluation

✓ The evaluation has been completed. Thanks!

Please review the instructors list and evaluate only **your** instructors as there can be multiple instructors assigned to teach the course. Some of your instructors may require 2 evaluations (standard and clinical) and some may not require any. Click on the "Evaluate" to proceed to the evaluation form.

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COURSE	INSTRUCTOR	STANDARD FORM	CLINICAL FORM
HR 22048 Sec: 01	LEIDHOLDT,DORCHEN A	Done	-
HUM 40N02 Sec: 01	ISRAEL,NICO	Done	-
MUSPF 35300 Sec: 01	SHEETZ,MICHAEL ALEXANDER	Done	-
MUSPF 40100 Sec: 03	BURLESON,GEOFFREY	-	-
	JACKSON,ASHLEY J	-	-
PH 41300 Sec: 01	CARDENAS,SUSAN	Done	-
PH 41500 Sec: 01	VAUGHON,WENDY L	Done	-
PUPOL 40000 Sec: 01	SMIKLE JR,BASIL A	Done	-

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Next Steps

1. Switching questions from passive to active voice



As much as possible, did the instructor provide constructive feedback on work submitted

The instructor provided constructive feedback on work I submitted.

1. The goal of next semester (Fall 2024) is to reorganize the questions, review question changes, and decide on a unified scale for all questions. We discussed it would be best to have a scale from 1-5: (1) Poor, (2) Satisfactory, (3) Good, (4) Excellent, (5) Outstanding.
1. Suggested **changes to the Demographic Section:**
 - a. Allowing more selections, currently, students can select only one (ex., If a student selects "it is a part of my major," they currently can NOT select another option).
 - b. Combine Major and Minor (make this one category to select)
 - c. Remove the "I am using it for the Foreign Language Requirement" option.

Next Steps

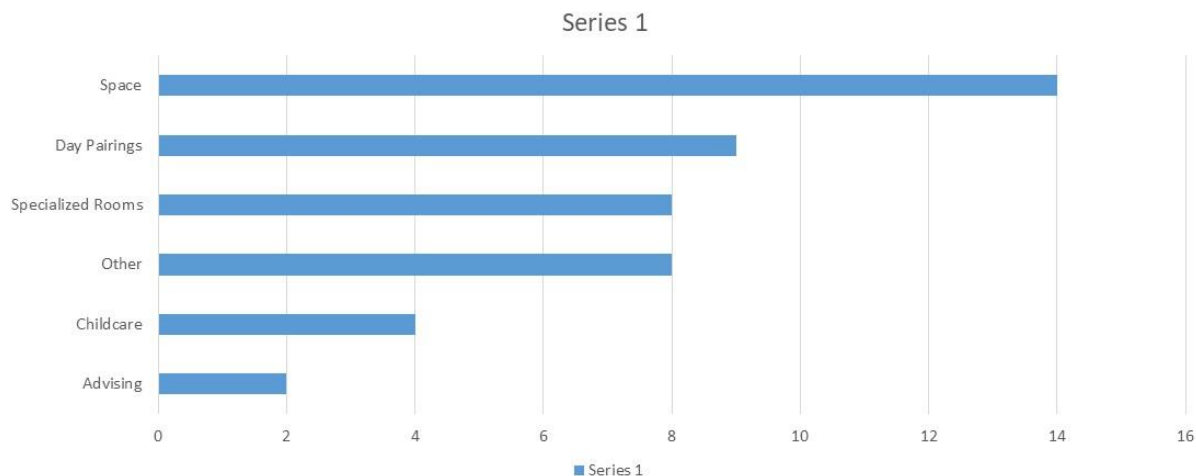
4. There are 3 questions we discussed removing to reduce wordiness
5. Questions we liked from Baruch, John Jay, and York
 - a. I would take another class from this teacher. (John Jay)
 - b. The instructor answers questions in helpful ways. (John Jay)
 - c. The instructor uses course time effectively. (John Jay)
 - d. The instructor established a class environment that fostered learning. (Baruch)
 - e. Assignments contributed to meeting course objectives and learning goals. (Baruch)
 - f. York College utilized the following scale: (1) Strongly Disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree.

APPENDIX VI

Key Findings Department Chair and Program Head Survey

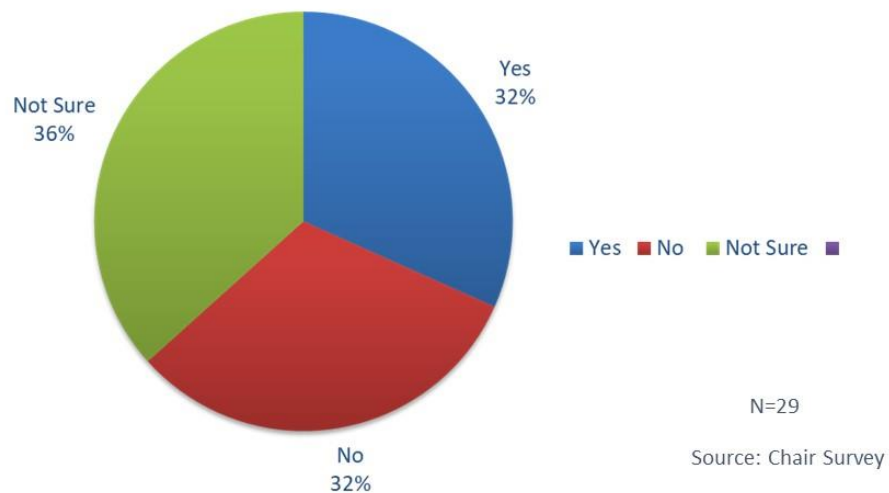
Committee on the Calendar
Hunter College Senate
5/15/2024

Scheduling Obstacles

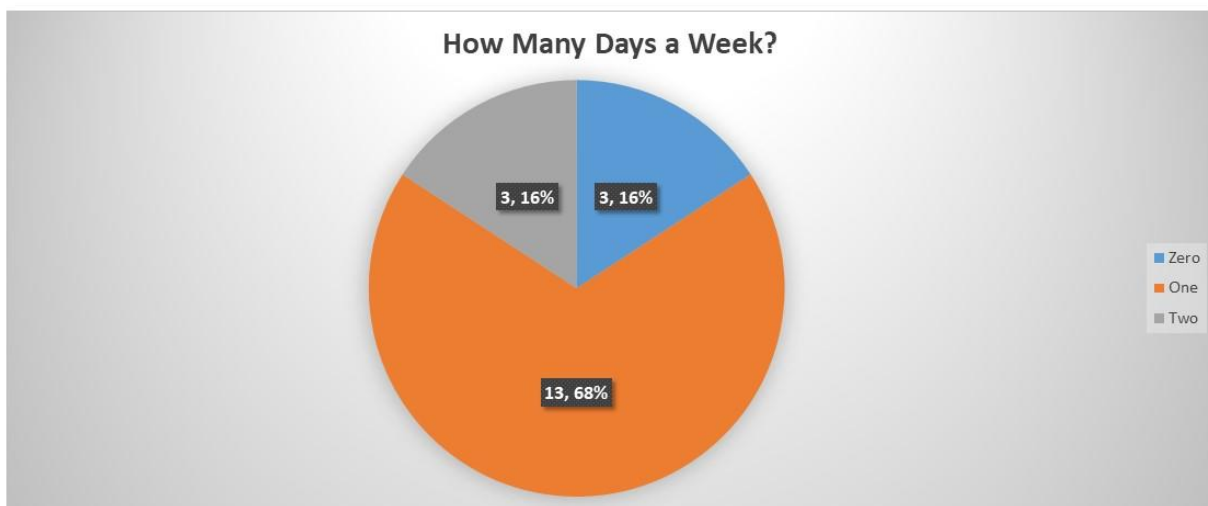


Day Pairing Preference (Chairs' Survey)

If possible would you want day and evening class pairings to be the same?

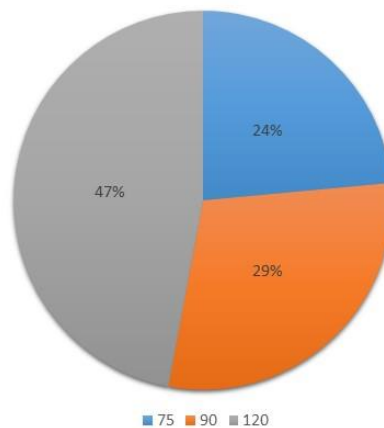


How Often Should Community Hours Be Held? (Chairs' Survey)



How Long Should Community Hours Be? (Chairs' Survey)

Length of Community Hours



APPENDIX VII

DRAFT Report of the Presidential Task Force on the Hunter College Writing (“W”) Requirement and Course Designation.

We suggest that the 2024/25 Senate establish an ad hoc committee to continue the work of our Presidential Task Force (as outlined in this report) and oversee any necessary implementation.

We recommend multiple levels of approach.

1. The senate committee should review the Institutional Learning Outcome (ILO) under the heading “research and communicate effectively.” This ILO may or may not need to be revised, but “communication” should be understood to include writing and various other forms of communication, along with presentation. We must also acknowledge the increasing relevance of digital technologies to our work and objectives.

We suggest the following language be incorporated into the ILO: “Students should communicate effectively using a range of written, oral, and technological modes of expression appropriate to their discipline.”

2. Departments and programs should develop discipline-specific learning outcomes that sync with this ILO. These will involve discipline-specific writing, communication, and presentation standards. (The ad hoc senate committee might also offer guidance, suggestions, and examples of department specific learning outcomes related to writing and communication, if requested.)
 - a. Departments should then identify courses (several) that contribute to this multi-level learning outcome. Instructors need to tailor course-level learning outcomes and pedagogical techniques/tactics that provide students with specific disciplinary communications standards.
 - b. These courses may or may not require special designation (“W”).

If the above recommendations are acted on, we suggest the Senate ad hoc committee coordinate with the Undergraduate Course of Study Committee to decide if,

- i. there is value in requiring students to take a specified number of “W” courses (or perhaps W courses in different disciplinary areas), *AND*
 - ii. the communication learning outcome(s) (which includes written communication) should be fully under the purview of our academic departments and programs. In the latter case, communication and presentation outcomes would be integrated into every programmatic area, so it may not be necessary to require specially designated courses.
3. The teaching of *basic* (foundational) writing and communication skills should be addressed at the college level (not at the department level). Most instructors have enough discipline-specific content to teach and cannot effectively teach writing fundamentals without sacrificing focus on this content. From this perspective, instructors should be focused on teaching discipline-specific modes of communicating in their classes (not grammar and composition standards).

To enhance education related to basic skills of writing and presentation, the Senate and college administration should:

- a. Address the needs of the English department with regard to ENGL 120 (Expository Writing) and ENGL 220 (Introduction to Writing about Literature). Does the department have specific needs (e.g. smaller classes) that, if addressed, might enhance the teaching of writing for our students?
- b. Develop a robust remediation plan for students at various levels of study who are struggling with written communication skills.

ⁱ The ILO reads:

“Research and Communicate Effectively: Hunter graduates will communicate with clarity, coherence, and purpose. They will access information and integrate a variety of sources to frame original arguments.”