Office of the Hunter College Senate

Room 1018 East Building Phone: 772-4200

TO: Members of the Hunter College SenateFM: Senate Administrative CommitteeRE: Meeting of the Hunter College Senate

WEDNESDAY, 30 November 2016, from 3:30 to 5:25 P.M., Room W714

AGENDA

- 1. Brief Remarks by the Chair
- 2. Meeting Minutes of October 5
 Distribution of October 26 Minutes
- 3. Report by the President
- 4. Report by the Administrative Committee
 - a) Approved Curriculum Changes

The following curriculum changes as listed in the attached Report dated 30 November 2016 have been approved as per Senate resolution and are submitted for the Senate's information. Items: UR-2096 School of Social Work (Change in Course), UR-2112 School of Urban Public Health (Change in course).

- 5. Report by the Nominating Committee
- 6. Report on the 2016 AAUP Shared Governance Conference -- Professor Sarah Chinn and Professor Laura Keating
- 7. Report from the Task Force on Faculty Dining Services
- 8. Old Business:
 - a) Resolution to Establish an Ad-hoc Committee on the Governance of Programs and Interdisciplinary Structures
 - b) Resolution on the Proposed CUNY Policy on Freedom of Expression and Expressive Conduct (new resolution sponsored by the Senate Administrative Committee)
- 9. New Business

CUNY Sanctuary Resolution

10. Report by Professor Jeremy Glick, Chair, Hunter College Chapter of Professional Staff Congress

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MINUTES

Meeting of the Hunter College Senate 5 October 2016

The 588th meeting of the Hunter College Senate was convened at 3:40 PM in HW room 714.

Presiding:

Attendance:

Minutes:

Thomas DeGloma, Chair

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, and clickers were distributed to them.

The minutes from May 18 were approved as distributed.

Senate Chair's Open Remarks:

Professor Thomas DeGloma said the following:

"I just wanted to open the session with a few points on the agenda. I would like to say that my comments before the start of the last meeting regarding Roberts Rules of Order were intended to encourage participation and say that if you do not yet know them, I would hate to see them as a barrier to participation. Anyone can raise their hand and request a point of clarification to ask a question if appropriate. With this said, a Senator said that I might have given the wrong impression and I should state that they are the rules of order that the body operates by.

"A few points on this is that RRO provides a framework for how meetings should be conducted. The agenda is required by our bylaws to go out ten days in advance of the meeting. This is an old process and was used when we used to physically mail out the items via snail mail or inter-office mail. Changes arise between the day when the agenda is sent out and the day of the meeting and these are bound to happen, and if you look at the packets distributed at the door, you can see on the second page there is a revised agenda. There are a few points that I would like to draw to your attention. The first is the report by the President and Provost on the Middle States Evaluation. The President has been called away for a Board of Trustees Meeting on the budget due to the recent holiday schedule changes. She is going to make every effort to arrive at this meeting later and she asked to have the report moved to the end of the meeting. The second change is Meg Williams from the GSA was going to present a report and has asked that it be postponed to the October 26th meeting. In place of this, I have asked that Acting Assistant Dean Robert Cowan, who spent time on the UFS Committee on Education in the Prisons, present a report on the work that they have done on educating individuals in prison. The Robert Rules of Order require the agenda to be circulated in advance but also allows the agenda to be changed before or at the meeting.

"The second issue that I wanted to raise regards debate on any particular item. Debate will not be moderated by the person raising the issue, but by myself as chair. Roberts Rules of Order and CUNY typically follow the rule that a debate speaker can speak for no longer than two minutes. Individuals are not allowed to speak more than two times on a matter, and speaking preference is given to new members. I will exercise some discretion on the rule because I like to keep the flow and continuity on deliberation. We will try to respect this framework.

Time limits are another issue that I would like to address. We can impose time limits on debates or reports. We try to organize the agenda with times limits in mind and plan the agenda with this in mind. If we want to change or limit debate time, it requires a two-thirds vote and calling the question on a matter also requires a two-thirds vote.

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"Finally, I would like to talk about the difference between new business and old business. When an item is introduced under old business, the body has already seen the issue in the current form from a previous meeting. With new business, it typically is the first time an item is being presented or has been changed in a way that requires it to be newly submitted, and the body is allowed to ask questions of clarification on it. Action is on hold until the follow meeting when it will come back as old business to be debated and a decision made on it."

Professor Wallach asked why the resolution he was sponsoring was listed under new business and Professor DeGloma informed him that the old resolution presented was sent back to the Administrative Committee and they had not yet met to discuss it. Because the revised resolution is not the same as that which was sent back to the administrative committee, and it was not circulated 10 days in advannce of this Senate meeting, it is now New Business and needs to be treated as such. Therefore, it is listed under new business and will be introduced to the body today at which time only questions of clarification and procedure can be asked. At the October 25th meeting, it will come up under old business where debate can take place, amendments can be made, and the resolution can be acted upon.

A motion was made to move the resolution on the agenda to point six and received a second. A voice vote was inconclusive, and professor DeGloma requested a vote by clicker take place, and the results were as follows: 47 for, 11 against, and 22 abstentions.

The motion to move the revised resolution up failed as a majority of 51 was not obtained. Senator Acampora made a point of order and informed the Chair that the Senate has a tradition of distinguishing between actions that need to follow this particular rule and housekeeping items that do not.

Professor DeGloma said that given this information he would revise his call and said the motion would carry as a housekeeping item, which only requires a majority vote of those present.

Old Business: Report by the Committee on Academic Freedom

Professor Sarah Chinn, Chair of the Committee on Academic Freedom said the following:

"I just have a brief report. I want to let the Senate know about the committee's doings in the last senate year. We did three major pieces of work. We passed a new mission statement, and investigated two claims of violations of academic freedom. The first was dropped and the second is currently going through the resolution process.

I want to read to you the updated mission statement since there are many new Senators and just say a few word about what my committee does:

Academic freedom extends to all members of the Hunter College community. At its core, it constitutes the freedom to conduct research, teach, speak, and publish, subject to the norms and standards of scholarly inquiry, without interference or penalty, wherever the search for truth and understanding may lead. For faculty both individually and in the context of shared governance, it comprises the freedom, based on expertise in the field, to design and implement curriculum and evaluate colleagues within the structures elaborated by the CUNY Bylaws and the Hunter College Senate.

106 **Meeting of the Hunter College Senate Page** 107 **5 October 2016** 108 For instructors both part-time and full-time, it consists in teaching, evaluation of students, research, 109 creative activity, and publication within their areas of expertise, as well as the freedom to speak 110 extramurally. Academic freedom is of paramount importance in the realms of reappointment, tenure, 111 and promotion. For students, academic freedom consists in the ability to be free within the 112 classroom, laboratory, and other College spaces to express the widest range of viewpoints in accord with the standards of scholarly inquiry. 113 114 The charge of the Hunter College Senate Standing Committee on Academic Freedom 115 includes: 116 117 To monitor, examine, and report annually to the Senate on the status of academic freedom at the College; 118 119 To make appropriate recommendations regarding academic freedom policies 120 and practices to the college's governance bodies and, as appropriate, through those bodies to the University Faculty Senate; 121 122 To investigate possible violations of academic freedom. 123 124 So we did a lot of points two and three last year and not much of number one. The committee, barring any issue, plans to organize a series of activities to educate the College community on 125 academic freedom. I will say that we also investigate issues of violations of academic freedom and 126 are versed in the AAUP process to adjudicate grievances. Please reach out to the committee if you 127 have any concerns regarding a possible violation." 128 129 130 A Senator had a question regarding the status of the resolution passed last semester about Hiring 131 Practices and asked if the subcommittee had met yet and what the membership slate is. 132 133 Professor DeGloma informed the body that they have not met yet but will do so in the near future 134 and a report from them will be forthcoming. The subcommittee is comprised of about a half dozen 135 individuals, some from the Committee on Academic Freedom and Departmental Governance Committee and a few members at large. 136 137 138 139 Report by the Professor DeGloma, presented the report as follows: Administrative 140 141 **Committee: Special Senate Election for Vacant At-large Seats** 142 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, 143 the Administrative Committee is presenting the names of all nominees received to date: 144 145 Faculty at-Large: Janet Neary 146 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. 147 148 149 The motion passed by voice vote without dissent. 150 151 152 Report by the Professor Laura Keating provided a report on the work of the Art & Sciences By-Laws **School of Arts** Committee. The report is attached as Appendix II. 153

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Committee

Bv-Laws

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New Business:

Reintroduction of Revised Resolution on the CUNY Policy of Freedom of Expression and Expressive Conduct

Professor DeGloma informed the body that when a resolution is introduced as new business it becomes the property of the Senate. Between the period when a resolution is introduced and it appears next as old business, Senators can read it, discuss it and when it comes back up in old business after the deliberative process, it can be modified. This is not what happened with this resolution. Professor Wallach, working with the FDA, submitted a revised resolution. However, it was not theirs to revise as it belonged to the Administrative Committee. After discussion, the original author, is reintroducing it as new business. The body will entertain questions and clarification questions of the content of the resolution. At the following meeting, the body will debate and offer amendments.

Professor Wallach said the following:

"The resolution is the same as the previous resolution with the only change being an amendment that streamlines the process. This is a statement by Hunter College to the CUNY Board of Trustees, which is in the process of crafting the Resolution on Freedom of Expression and Expressive Conduct, which will be presented at the January meeting and we would like to influence the process."

Professor John Wallach presented the following resolution:

RESOLUTION ON B₀T PROPOSED RESOLUTION ON FREEDOM OF EXPRESSION AND EXPRESSIVE CONDUCT:

We, members of the Hunter College Senate, applaud the protections for freedom of speech and expressive conduct noted in the BoT's proposed new Freedom of Expression and Expressive Conduct policy.

However, the proposed policy places its enforcement against "prohibited conduct" (described in Sections 2 & 3 of the BoT Resolution) solely in the hands of "the President [of each educational unit of CUNY] or his or her designee, in consultation with the Director of Public Safety or designee" [4.1], thereby excluding faculty, students, and staff from practical authority in determining violations of academic freedom, along with freedom of expression and expressive conduct.

Insofar as the character of Hunter College as an academic institution is a *community* of administrators, faculty, staff, and students dedicated to advancing critical, historical, and scientific thinking, along with global learning, and the Senate is the most widely representative legislative body at Hunter, we believe that a Senate representative of these constituents of the college community ought to be officially involved in determining violations of the code of freedom of expression and expressive conduct.

Because of the practical obstacles to having a range of representatives consulted, we recommend:

-- that the Chair of the Hunter College Senate as a representative of the Hunter College community be officially involved, with the President and Director of Public Safety or their designees, in citing prohibited activities under this policy as members of a newly constituted

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214	Freedom of Expression and Expressive Conduct Enforcement Committee, aka the FEECE
215	Committee;
216	
217	that the Chair of the Senate make a report to the Senate of any enforcement against "prohibited
218	conduct" authorized by the FEECE Committee.
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220	After a lengthy question and answer period Chair DeGloma announced that the body would
221	proceed to the next item on the agenda.
222	
223	
224	Report by Acting Assistant Dean Robert Cowan on CUNY's Work to Educate Prisoners
225	Chair DeGloma invited Acting Assistant Dean Robert Cowan to present a report on the CUNY
226	UFS Committee on Education in Prison. The Senate has requested a copy of his presentation.
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228	
229	Report by the President and Provost on Middle State Evaluation
230	The President and Provost gave a PowerPoint presentation on the upcoming Middle States
231	Evaluation. The presentation is attached as Appendix III.
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234	Due to the late hour, it was moved that the meeting be adjourned. The motion carried, and the meetin
235	adjourned at 5:22 PM.
236	aujourned at 3.22 i w.
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239	Respectfully submitted,
240	nespectiany succession,
241	
242	Dana Reimer
243	Secretary
	-

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APPENDIX I

aculty							
AFPRL	Anthony Browne		A	Mathematics & Statistics	Sandra Clarkson		A
	Denis Milagros	(A)	A		Verna Segarra		A
		(A)			Pat Burke	(A)	
nthropology	Jackie Brown		A		Rob Thompson	(A)	A
	Mike Steiper	(A)		Medial Laboratory Sciences	Chad Euler		A
	Marc Edelman	(A)			Robert Raffaniello	(A)	
art & Art History	Lynda Klich		E		Dean Johnston	(A)	
	Paul Ramirez Jonas		X	Music	Jewel Thompson		A
	Susanna Cole	(A)	A			(A)	
	Nebahat Avcioglu	(A)	X		Michele Cabrini	(A)	X
iological Sciences	Derrick Brazill		A	School of Nursing	Christine Ganzer		X
	Shirley Raps		A		Abigail Kotowski		X
	Paul Feinstein	(A)	X		Lynda Olender	(A)	X
	Maria Pereira	(A)	X	Philosophy	Omar Dahbour		X
hemistry	Akira Kawamura		A		Laura Keating	(A)	A
	Gabriela Smeureanu	(A)	X		Christa Acampora	(A)	A
	Nancy Grennbaum	(A)	X	Physics & Astronomy	_		
lassical & Oriental Studies	Joanne Spurza		A		Ying Chen	(A)	X
	David Petrain	(A)	X		Kelle Cruz	(A)	A
	Alex Elinson	(A)		Political Science	Jill Schwedler		A
omputer Science	Lie Xie	. ,	A		John Wallach	(A)	A
-	Felisa Vasquez-Abad	(A)			Michael Lee	(A)	
		(A)		Psychology	Roseanne Flores	. /	X
urriculum & Teaching	Jody Polleck	` ′	X		Joseph Lao		A
	Jason Wirtz		A		Peter Serrano	(A)	
	Stephen Demeo	(A)			Peter Moller	(A)	
	Ben Shuldiner	()	X	Phy sical Therapy	Herb Karpatkin	()	X
ance	David Capps		A	, ₋ ,		(A)	
	Betsy Cooper	(A)			Milo Lipovac	(A)	X
	Kathleen Isaac	(A)		Romance Languages	Julie Van Peteghem	(71)	X
conomics	Avi Liveson	(11)	A	Romance Languages	Rolando Perez	(A)	
conomics	Tim Goodspeed		X		Monica Schinaider	(A)	
	John Li	(A)		School of Social Work	Terry Mizrahi	(A)	X
	JOHN LI	(A)	Λ	School of Social Work	Terry Wriziani		Λ
ducational Foundations & Co	vy Vanonico Myllon	(A)	A		Commod Avenue	(A)	v
uucationai Poundations & Co	Alexander Fietzer	(4)			Samuel Aymer		Λ
		(A)		Socialogy	Moule Holling	(A)	A
	Janet Neary	(A)	А	Sociology	Mark Halling	(4)	
n aliah	Laigh Ionas		v		Mike Benediktsson	(A)	
nglish	Leigh Jones		X	Consideration	Michaela Soyer	(A)	
	Sarah Chinn		A	Special Education	Elizabeth Klein		A
	John Keegan	(A)	X		Jennifer Klein	,	A
		(A)			Kristen Hodnett	(A)	
lm & Media Studies	Larry Shore		X	Speech-Language Pathology and Audiolo	_	(A)	
	Sissel McCarthy	(A)			Michelle MacRoy-Higgins		X
	Isabel Pinedo	(A)			Carol Silverman	(A)	
eography	Hay dee Salmun		A	Theatre	Jonathan Kalb		A
	Jochen Albrecht	(A)	A				
		(A)			Claudia Orenstein	(A)	
erman	Elke Nicolai		A	Urban Policy and Planning	Jill Gross	(A)	X
	Eckhard Kuhn-Osius	(A)	A		Stanley Moses		X
		(A)				(A)	
istory	Rick Belsky		A	School of Urban Public Health	Phil Alcabes	(A)	A
•	Manu Bhagavan	(A)			Steven Trasino		X
	Eduardo Contreras	` ′	A	Women & Gender Studies	Jennifer Gaboury	(A)	
ibrary	Mee' Len Hom		A		Catherine Raissiguier	. /	X
•	Sarah Ward		A				
	Adina Mulliken	(A)					
	Danise Hoover	(A)					

At-Large, Lecturers and Part-Time Faculty

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		At-Large, Lecturers and Lart-Time 1	acuity	
Students		Student Services	Brain Maasjo	A
Darcie Dominianni	A		Shannon Silenas	(A) X
Maria Pia Sifuentes	X	Mathematics & Statistics	Bill Williams	A
Stephanie Barragan	A	Geography	Dana Reimer	A
Albiona Aga	X	Library	Jocely n Berger-Barrera	A
Sandra-May Flowers	X	Classical & Oriental Studies	Shawna Leigh	A
Mila Adelman	A	Medicial Lab Science	Hongxing Li	X
Joy Nuga	A	Philosophy	Ian Blecher	A
Sara Shanaj	A	Dolciani Math Center	Barbara Barone	A
Erica Fu	X	Sociology	Thomas DeGloma	A
Noam Sohn	A	Urban Affairs & Planning	Elaine Walsh	X
Shannon O'Rourke	A	Urban Affairs & Planning	Laxmi Ramasubramanian	A
Asheley Siewnarine	X	History	Bernadette McCauley	A
Demi Moore	A	ТННР	Sarah Janinsky	A
Anna Ozbek	X			
Sheana Budhoo	X			
Stephany Graces	X	Ex-Officio		
Samuel Genchikmakher	X	President, USG	Melany Balaguera	X
Ahmed Elsaeyed	X	Vice President, Graduate Student Associati	ion	X
Emaad Khwaja	X	President Alumni Association	James Amodeo	X
Omar Elwany	X	President, HEO Forum	Denise Lucena-Jerez	X
Charles Bachmann	X	President, CLT Council	Amy Jeu	X
Mustafa Gadelrab	X			
Jy othisraj Johnson	X			
Sarah Lamsifer	A	ADMINIS TRATION		
Michael Mazzeo	A	Senators:		
Meghann Williams	A	HEO/CLA Representative	Marylin Daley-Weston	A
Hieu Dang	X	Vice President for Student Affairs	Eija Ayravainen	A
Cara Fitzgerald	A	Vice President for Administration	Robert Pignatello	A
Melanie Lozier	X	Provost, Acting	Lon Kaufman	A
Nicole Parker	X	Dean, School of Arts & Sciences	Andrew Polsky	A
Jawwaad Alam	A	Alternate Senators (3):		
Marie Mazzeo	X	Dean of Education	Michael Middleton	A
Sarah Mathew	A	Special Counsel to the President & Dear	Laura Hertzog	A
Ely as Amin	A	School of Nursing	Dean Gail McCain	X
Edward Friedman	A			
Adam Hobbins	X			
Daniel Smith	X			
Jennifer Uolla	X			
Lena Suponya	X			
Soumy a Misra	A			
Stephon Odom	X			

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Appendix II

Report of the School of Arts and Science Bylaws Committee to the Senate – October 5, 2016

"I am Laura Keating, Associate Professor in the Philosophy Department, and Chair of the School of Arts and Sciences Bylaws drafting committee. Today I wanted to update the Senate on the status of our bylaws drafting process, which was started through a resolution passed by the Senate two years ago, in Fall 2014. We hope to release the preliminary draft soon and we anticipate through the subsequent consultation period to have extensive discussions with a variety of people and groups about the details of the draft and the ways it should be revised. So I won't get into the content of the bylaws draft in this report; that should wait until people have had a chance to read the preliminary draft after it has been finalized by the committee.

"1. In order to refresh our institutional memory, I would like to begin by reminding people how this bylaws project arose out of the college's strategic planning process and certain actions of the Senate, and so to make clear why this drafting process is taking place now and how the Senate has been involved so far.

"In April 2011, the Hunter College Strategic Plan for 2012-2020 was approved by the Senate. One of the "next steps" identified at the end of that plan, was that "our component schools and units should also engage in planning processes appropriate to their particular roles and missions" (p.18). It was in fulfilling that next step in the college strategic planning process that gaps in the governance structure of the School of Arts and Sciences and the need for bylaws became apparent. Yes, some aspects of school governance are clear. The governance of the school curriculum committee is specified to a large extent in the Hunter College Governance Charter, and the structure and procedures of the three school P&B committees are spelled out in the 1997 Board of Trustees resolution that established the school, as well as in other college and university documents governing appointments, tenure and promotion. When President Caputo proposed the new School of Arts and Science in 1997, he proposed certain other committees to be set up, including an Interdisciplinary Program Council and a Council of Chairs that would advise the Dean at meetings of the School Advisory Committee chaired by the Dean. (Eventually, the Interdisciplinary Program Council stopped meeting and the Council of Chairs stopped meeting independently of the Advisory Committee until it was revived in Fall 2014.) When the school was established in 1998, no bylaws were drawn up to formally establish these committees or any other governance structure for determining school policies and procedures outside the purview of the curriculum and P&B committees and the administrative prerogatives of the Dean. So when in Fall 2011 and after, when the school was faced with the task of developing a school strategic plan and an implementation plan for that strategic plan, the lack of any set process for establishing faculty committees in the school and the lack of a specified procedure for the school faculty to ratify any planning, policy, or procedural document came to the fore. For both the Strategic Plan and the Implementation Plan for the Strategic Plan, drafting and ratification had to be done through ad-hoc processes. For the Strategic Plan, a consultation process started in January 2013 after the issue of a preliminary draft by a Dean-selected committee. After the committee issued a revised version of the plan in March 2013, each department voted on the plan at its March department meeting, and then at the April 2013 meeting of the School Advisory Committee, department chairs participated in a final ratification vote. For the Implementation Plan of the Strategic Plan, there again was a drafting, consultation, and revision process carried out by a Dean-selected committee. This time ratification took place only through a vote of each department, held at its May 2014 department meeting, with the department's vote reported directly to the Dean.

"While the Implementation Plan was approved by a majority of Arts & Sciences departments (15 of 24), almost a third (7) of the departments chose the option "not ready to vote." This caused some uncertainty among some faculty about the Implementation Plan ratification process and again highlighted the gaps in the school governance structure. This eventually led to the issue of the governance of the School of Arts and Sciences being raised by Professor John Wallach and others on the floor of the Senate in October 2014 – details of which I won't rehash here. But that did result, at the November 19, 2014, Senate meeting, in the presentation of a resolution by Professor Sarah Chinn, that the Administrative Committee of the Senate set up an ad hoc committee to create procedural guidelines for the drafting of bylaws for the School of Arts & Sciences. This resolution was approved by the Senate at that meeting. The ad hoc committee was formed in February 2015, and was chaired by Professor Tom DeGloma, who presented a draft of those guidelines to the Senate on April 15, and then a revision on May 4, 2015.

"The bylaws drafting committee was subsequently established at the end of the Fall 2015 semester by the Senate Nominating Committee and the Arts and Sciences Advisory Committee working together to collect nominations and finalize membership according to the recommendations of the Senate Ad hoc committee. That committee consisted of

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"The Dean, Andrew Polsky

Seven faculty representatives from the Arts and Sciences:

Anthony Browne (Africana & Puerto Rican/Latino Studies)

Alexander Elinson (Classics, Arabic Studies)

Mande Holford (Chemistry)

Laura Keating (Philosophy)

Neepa Maitra (Physics)

Bernadette McCauley (History)

Elke Nicolai (German)

One HEO representative: Sarah Jeninsky (Thomas Hunter Honors Program)

Two full-time students: David Kanbergs and Faiyaz Rahman

One non-voting representative of the Senate Departmental Governance Committee: Joseph Lao (Psychology)

"This Fall the member from Classics reported to me that he would not be able to attend meetings this semester and the Senate Nominating Committee selected a replacement, Professor Avi Liveson (Economics) from its pool of nominations. That ends a brief history of how the committee and its charge have come about. In the rest of the report I just want to briefly describe the process and the plans of the committee.

- "2. The SAS Bylaws Drafting Committee first convened on January 28, 2016 to elect a chair and start the drafting process. We had eleven meetings from February to May in Spring 2016 and have had three meetings this September. I would like to thank the committee members for all their hard work and support, including the material support given by the Dean who provided meeting space, coffee, and snacks.
- "3. After some initial drafting, in the Spring of 2016, we consulted various people as we encountered particular issues and questions.

"From Arts & Sciences, we consulted department chairs on some key parts of earlier drafts at two meetings of the School Advisory Committee in April and May 2016, and at a meeting of the Council of Chairs in May. In accordance with the recommended guidelines of the Senate Ad hoc committee, in April, we consulted the program heads and directors of all the non-departmental interdisciplinary programs in the School of Arts and Sciences, including Asian American Studies, Jewish Studies, Human Rights, Human Biology, Religion, and Public Policy. In addition, we consulted the heads of Thomas Hunter Honors Program and the Macaulay Honors College at Hunter, who utilize Arts & Sciences faculty and courses. For all, we asked questions concerning the nature of the governance of their program, the approval path for the program's curriculum, where they would want a voice for the program in Arts and Sciences faculty or school committees, and what school mechanisms would better support their programs.

"We also gathered information on other programs in the college that utilize Arts & Sciences faculty and courses, including certain financial aid programs such as MARC and the Freshman Scholars Programs (which include the Roosevelt, Yalow, Muse, and Athena programs).

"Other people consulted were with the chair of the Undergraduate Course of Study Committee of the Senate, the past two Chairs and the present Chair of the Hunter Senate, the Provost, the Registrar's Office, PSC-CUNY, the CUNY Office of Academic Affairs, and both Hunter and CUNY legal counsel. Additional members of the HEO Forum were consulted as well as some staff of Arts and Sciences.

"Let me stop briefly here to note that in addition to learning about specific interdepartmental programs, the committee tried to get clear on the general structure of interdepartmental program governance at Hunter. We discovered that there are no explicit documented policies at the Senate level on program governance. Yet, as we also learned, CUNY leaves the governance of interdepartmental interdisciplinary courses of study to be worked out by the individual CUNY campuses. It is very clear that the Hunter Senate does have certain standards for program governance in mind when considering proposals for interdepartmental courses of study, but these are not explicit in the Senate's curriculum procedures nor in the Hunter College Governance charter. The bylaw committee believes that this gap in governance at the college needs to be addressed as soon as possible given the importance of interdisciplinary program development in the Hunter College Strategic plan.

- "4. We are now very near to completing a draft that would be ready as a "first draft" for consideration by the school and we hope to distribute it by next week to all Arts and Science departments and faculty for feedback as well as other stakeholders (such as staff of SAS, all programs heads and directors of the interdepartmental programs mentioned above, student government associations, and the HEO forum), including members of the Senate.
- "5. We are still working on the consultation plan, but following the recommendations of the Senate Ad hoc committee, there will probably be several public meetings, including meetings with specific targeted groups, as well as some way people can submit feedback electronically. We hope to announce the consultation plan by the end of next week.

"That ends my report. Before I take any questions, as a Senator, I would like to point out that the School of Arts and Sciences is the first school that is a division - according to the definitions of the College Governance Charter - to draft bylaws, and the process for the ratification of divisional bylaws is not explicit in the Hunter College Governance Charter. In giving their recommendations, the Senate Ad hoc committee stated that "The SAS Bylaws must be ultimately ratified by the College Senate." I would like to request now at the beginning of this process for establishing the bylaws for the School of Arts and Sciences that the Senate Chair explain the role that the Senate will play in this process".

Appendix III Report by the President and Provost on Middle State Evaluation

HUNTER

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we seek students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.

Hunter undergraduate, graduate, and professional curricula challenge students to think critically - to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The College's academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City - we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research, and creative expression, and give back to it through our service and citizenship.

HUNTER

HUNTER

The Care of the Future is Mine

HUNTER

MIDDLE STATES ACCREDITATION

Middle States Accreditation is an expression of confidence in an institution's mission and goals, its performance and its resources.

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Fifteen items for eligibility

- The institution has a mission statement and related goals, approved by its governing board...
- The institution systematically evaluates its education and other programs...
- The institution's student learning programs and opportunities are characterized by rigor coherence and appropriate assessment of student achievement throughout the educational offering, regardless of certificate or degree level of delivery and instructional modality.
- Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- The institution has documented financial resources, funding base and plans for financial development...

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Seven Standards

Standard 1: Mission and Goals

"The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission."

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Standard 1: Mission and Goals

- · Developed collaboratively
- Approved by the governing body
- · Evaluated periodically
- · Publicized and widely known
- · Goals focused on student learning
- Supported

Standard 2: Ethics and Integrity

"Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies and represent itself truthfully.

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Standard 2: Ethics and Integrity

- Commitment to academic freedom
- · Culture of respect for diversity
- · Fair hiring practices
- · Affordability and accessibility
- · Compliance with government policies

Standard 3: Student Learning Experience

"An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and settings are consistent with higher education examples."

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Standard 3: Student Learning Experience

- · Learning experiences are assessed
- Academic programs clearly described (catalog)
- General Education experience
- A curriculum consistent with mission
- Periodic assessment of programs

Standard 4: Support of Student Experience

"Across all educational experiences, settings, instructional modalities, the institution recruits and admits students whose interests, abilities, experiences and goals are congruent with its mission and offerings. The institution commits to support retention, persistence completion, and success through a coherent and effective support system sustained by qualified professors which enhances the quality of the learning environment, contributes to the educational experience and fosters student success."

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Standard 5: Educational Effectiveness

"Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of student, degree level, institutions' mission, and appropriate expectations for institutions of higher education."

Standard 5: Educational Effectiveness

- Clearly stated educational goals at institutional and degree program levels with relevant educational experiences and with the institution's mission
- Assessment of learning goals
- · Use of assessment for improvement

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- Clearly stated educational goals at institutional and degree program levels with relevant educational experiences and with the institution's mission
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Standard 6: Planning, Resources, Improvement

- Institutional and unit objectives that are assessed, mission-linked and used for resources allocation
- Planning and resource allocation is mission based.
- · Budget process; Human resources

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Standard 7: Governance, Leadership, Admin

"The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves."

Standard 7: Governance, Leadership, Admin

- · Clear and transparent governing structure
- Appropriate governance body
- · CEO credentials, authority, responsibility
- · Appropriate administration structure
- Periodic assessment of the effectiveness of governance, leadership & administration

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Self Study

SELF STUDY

Oct 31 - Nov 1, 2016

Two persons from the campus attend the Middle States Self Study Institute

Provost, Assessment Liaison Officer or co-Chair Training on the new standards Training about the new process

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SELF STUDY

Fall/Spring 2016-17

President appoints the Steering Committee

co-Chairs; Members
Steering Committee organizes the Self Study process
Proposes the Self Study design
Approval by President
Approval by Hunter's MSCHE VP (visit to campus)
Assignment of working groups

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SELF STUDY

Spring/Fall 2017-18

Working Groups move forward

Campus conversations Meetings with stakeholders Report regularly to the Steering Committee

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SELF STUDY

Spring/Fall 2017-18

Assessment committee – program learning outcomes Hunter Strategic plan progress Schools' strategic plan progress General education assessment Campus learning outcomes and assessment Campus master plan – Institutional learning outcomes – Assessment of admin units with respect to Intuitional learning outcomes and strategic plan.

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SELF STUDY

Fall/Spring 2018-19

Steering Committee develops draft Self Study Final draft is approved by the President Institution disseminates the Self Study Reported electronically to Middle States

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MIDDLE STATES ACCREDITATION

Team Visit

TEAM VISIT

Spring 2019

Campus Prep

Mock visit

Resource "Room"
Logistics (hotels, travel, escorts, meals, computers, etc.)

Visit

Executive report on exit

Final Team report is sent to the President

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Office of the Hunter College Senate

Room E1018 Telephone: 772-4200

30 November 2016

TO: Members of the Hunter College Senate FM: Senate Office

RE: **Approved Curriculum Changes**

Substantive items listed below were previously mailed to Senators and Department Chairs. Thus, an opportunity for challenge and/or correction was provided. In accordance with Senate resolution the proposals for substantive changes are not attached, but are available in the Senate Office for inspection.

UNDERGRADUATE ROUTINE CHANGES

UR-2096	SCHOOL OF SOCIAL WORK -Change in Course: SW 36000	Раде #.
UR-2112	SCHOOL OF URBAN PUBLIC HEALTH -Change in course: COMHE 41300	3

2. Table

FROM (strikethrough the changes)	TO (underline changes)			
	INTRODUCTION TO COMMUNITY		INTRODUCTION TO COMMUNITY		
Name	ORGANIZING	Name	ORGANING		
Five Digit	SW 36000	Five Digit	SW 36000		
Course		Course			
Number		Number			
(XXXXX) &		(XXXXX) &			
Prefix		Prefix			
Pre and/or Co	DEPARTMENT PERMISSION	Pre and/or Co	NONE		
Requisites		Requisites			
(specify which		(specify which			
are pre, co, or		are pre, co, or			
both)		both)			
Hours (per week)	3	Hours (per week)	XXXXXXXXXXXXXXXX		
Credits	3	Credits	XXXXXXXXXXXXXXXX		
Description		Description			
	NO CHANGES				
		Effective	SPRING OR FALL 2017		
		Term			
		Note: Most			
		proposals take			
		2-3 semesters to			
		be available for			
		student to			
		register.			

Rationale: There is no need to receive permission from instructor before a student can register for this course. It should have been removed when it became a part of the new Minor in CO. We want to encourage students to explore the possibility of a minor through taking this course but no need to establish any restrictive criteria beforehand.

1. Header: **Department/Program of** Community Health **Routine Change in** prerequisite

2. Table

FROM (strikethrough	the changes)	TO (<u>underline</u> changes)			
Name	Research Seminar in Community Health Education	Name	Research Seminar in Community Health Education		
Five Digit Course Number (XXXXX) & Prefix	COMHE 41300	Five Digit Course Number (XXXXX) & Prefix	COMHE 413.00		
Pre and/or Co- Requisites (specify which are pre, co, or both)	prerequisite: COMHE 412	Pre and/or Co- Requisites (specify which are pre, co, or both)	prereq or coreq: COMHE 412		
Hours (per week)	3 hours	Hours (per week)	3 hours		
Credits	3 credits	Credits	3 credits		
Description	Data analysis, evaluation and write up of fieldwork research projects culminating in production of e-Portfolio.	Description	Data analysis, evaluation and write up of fieldwork research projects culminating in production of e-Portfolio.		
		Effective Term Note: Most proposals take 2-3 semesters to be available for student to register.	Fall 2017		

Rationale: We are fixing an error that was made in the original course sequencing for the B.S. degree program. This change is necessary in order not to delay student's progress toward graduation since some students must take COMHE 412 and 413 during the same semester. Skills acquired in COMHE 412 are complementary, not fundamental, to the COMHE 413 Research Seminar course, therefore the change will not impede success in the COMHE 413 course.

Room 1018 East Building Phone: 772-4200

9 November 2016

Report by the Nominating Committee

The Nominating Committee is submitting the following nominations for seats currently vacant on Senate Committees:

1. <u>Undergraduate Course of Study Committee</u>

Faculty from Health Professions: Lorraine Byrnes (School of Nursing)

2. Graduate Course of Study & Academic Requirements Committee

Faculty Alternate: Sandra Clarkson (Mathematics & Statistics)

3. Undergraduate Academic Requirements Committee

Faculty from Sciences & Mathematics: Kristen Grant (Chemistry)

Faculty At-large: Philip Alcabes (Community Health)

Faculty Alternates: Jason Young (Psychology)

Monica Calabritto (Romance Languages)

4. Committee on the Budget

Student: Hieu Dang

5. Departmental Governance Committee

Faculty in Education: Elizabeth Klein (Special Education)

6. Committee on the Library

Faculty from Sciences & Mathematics: Weigang Qiu (Biology)

7. Committee on Grade Appeals

Student: Noam Sohn (Computer Science)

8. Nominating Committee:

Faculty: Neepa Maitra (Physics & Astronomy)

9. Committee on Master Plan:

Faculty from Social Sciences: Marnia Lazreg (Sociology)

Students: Samuel Genchikmakher (Economic, Enviromental Science)

Emaad Khwaja (Chemistry and Mathematics)

Student Alternates: Sandra-May Flowers (Theatre)

Hieu Dang (Graduate Student)

10. Committee on the Evaluation of Teaching:

Students: Michael Mazzeo (Biochemistry)

Marie Mazzeo (Biochemistry)

Noam Sohn (MHC-Computer Science)

Darcie Dominianni (History) Elyas Amin (Undecided)

11. Committee on Charter Review

Faculty from Sciences & Mathematics:

Faculty from Social Sciences:

Faculty from Health Professions:

Faculty Alternate:

Sandra Clarkson (Mathematics and Statistics)

John Chin (Urban Policy and Planning)

Steven Trasino (Urban Public Health)

Jonathan Prince (School of Social Work)

Matthew LoCastro (Political Science)

Faculty from School of Social Work: Adina Mulliken

13. Committee on Academic Assessment & Evaluation

12. Committee on Computing & Technology

Faculty from Nursing: Steve Baumann

14. Committee on General Education

Faculty At-large from A&S: María Hernández (Romance Languages)

15. General Education Requirements Appeals Committee

Faculty: Robert Thompson (Mathematics & Statistics)

Student: Noam Sohn (Computer Science)

16. Committee on Student Success

Student: Charles Bachmann (Philosophy)

Asheley Siewnarine

17. Committee on Honors

Faculty from A&S: Lynda Klich (Art & Art History)

Student from MHC: Asheley Siewnarine
Student from THHP: Julia Canzoneri
Student At-Large: Demi Moore

<u>Note:</u> The following vacancies remain, and we will try to fill them at our next meeting. If you are interested in joining a Senate committee, or if you have a recommendation, please contact the Senate Office (772-4200). We would greatly appreciate your help in soliciting student interest for service on committees.

Undergraduate Course of Study Committee: (Tuesdays 12-2)

Students, Student Alternates, Ex-Officio Member

from Schools of Health Professions

Graduate Course of Study & Academic Requirements Committee Faculty from Social Sciences, Faculty Alternate,

Students, Students Alternates

Undergraduate Academic Requirements Committee Student Alternates, Director of Advising &

Counseling or designee

Committee on the Budget Faculty from Education, Faculty Alternate,

Students, Student Alternates

Departmental Governance Committee Faculty from Humanities & Arts, Faculty from

Health Professions, Student, Student Alternate

Calendar Committee Faculty Alternate, 2 Students Alternate, Ex-Officio

Dean of Students, Dir. Of Evening Students

Services. Student

Committee on the Library Faculty from Education, Faculty from Heath

Professions, Students

Grade Appeals Committee 1 Faculty, 1 Faculty Alternate, Student Alternates

Nominating Committee Students and Alternate Students

Master Plan Committee Faculty from Humanities and Arts, Faculty

Alternate, Student Alternate

Committee on Evaluation of Teaching 2 Faculty, 1 Faculty Alternate, Student Alternate

Charter Review Committee Students, Student Alternates

Committee on Computing & Technology Faculty from Sciences and Mathematics, Faculty

Alternate, Students, Student Alternates, Staff (ex-

officio)

Evening Council Faculty Sciences & Math, Faculty Social Sciences,

Faculty Education, Faculty School of Professions,

Faculty Library, Faculty At-Large, 2 Student Alternates, Ex-Officio Evening Affairs

Commissioner/ Undergrad. Student Government

Committee on Academic Freedom Faculty from Sciences and Mathematics, Faculty

from Health Professions, Faculty Alternate, HEO

Alternate, Students, Student Alternates

Committee on Assessment & Evaluation Faculty from Health Professions, Faculty from

Social Work, Faculty from A&S At-Large, 2 students from A&S, 2 Student Alternates, and Ex-

Officio member from Health Professions

Committee on General Education Faculty from Nursing, Faculty Health Professions,

Faculty Alternate, Students at-large, Student

Alternates

Committee on Food Services and Facilities 1 Faculty, Students, Student Alternates, Staff

GER Appeals Committee 4 Faculty, 2 Faculty Alternate, Ex-Officio, Student,

Student Alternates

Select Committee on Student Success Students, Student Alternates

Special Advisory Committee on Academic Functions at Roosevelt House (RHAC)

Faculty Health Professions,

Faculty Economics

Committee on Honors Faculty At-large, Faculty Alternate, Student

Alternate, 2 Academic Cohorts (advisors), Director

of Financial Aid

Resolution to Establish an Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures

Be it resolved that the Senate Administrative Committee establish an Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures, including those entities officially named Programs, Institutes, Centers, Schools, or any other non-departmental or interdepartmental entities offering or managing courses of study in any capacity.

Be it further resolved that this Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures include the following members (all with vote): one full-time faculty member from each Division of the School of Arts and Sciences, one full-time faculty member from the School of Education, one full-time faculty member from the School of Social Work, one full-time faculty member from the Division that includes the School of Nursing and Health Professions and Urban Public Health, one at-large full-time faculty member from the School of Arts and Sciences, one additional full-time faculty member affiliated with an interdisciplinary program, two undergraduate students (one of whom shall be from an honors program), and one graduate student. The committee shall also include the following members who will serve with voice but without vote: the Chair of the Senate Departmental Governance Committee (or designee), the Chair of the Undergraduate Course of Study Committee (or designee), The Provost (or designee), and the Dean of Arts and Sciences (or designee).

Be it further resolved that the Senate Nominating Committee will accept nominations from any current Senator, the list to be shared with the Senate Administrative Committee who will share the list with the Senate as a whole and any other relevant bodies. Candidates may also self-nominate.

Be it further resolved that the undergraduate committee members can be nominated by the Undergraduate Student Government in consultation with the Senate Vice-Chair and the graduate student committee member can be nominated by the Graduate Student Association.

Be it further resolved that the voting members of the committee shall elect a Chair from among its full-time faculty members.

Be it further resolved that Senate Administrative Committee, in consultation with the Senate Nominating Committee, draft a committee membership list in compliance with the representational requirements outlined above, and that the final committee membership be confirmed by a vote of the Senate at a regular meeting.

Be it further resolved that this Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures is charged with (A) researching the current structures and practices pertaining to the governance of such entities at Hunter College, (B) consulting and coordinating with any related Presidential or administrative task force and with relevant administrative offices, (C) consulting and coordinating with all relevant Senate committees, including the Undergraduate Course of Study Committee, the Graduate Course of Study and Academic Requirements Committee, and the Committee on Honors, and (D) reporting to the Senate and making recommendations for Senate action concerning the following with regard to Programs and Interdisciplinary Structures: the nature of governance and

representation, pathways for curricular development, issues related to coordination between such entities and departments and other offices at the college, and any other issues related to governance.

Be it finally resolved that this Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures communicate with the Senate Charter Review Committee to make recommendations for Senate action when and where those actions require revision of The Charter for the Governance of Hunter College.

Submitted for your consideration by the Senate Administrative Committee

RESOLUTION ON THE PROPOSED CUNY POLICY ON FREEDOM OF EXPRESSION AND EXPRESSIVE CONDUCT

Whereas the proposed CUNY Policy on Freedom of Expression and Expressive Conduct (current draft) grants "the President or his or her designee, in consultation with the Director of Public Safety or designee" the power to restrict, prohibit, and/or disrupt freedom of expression and freedom of speech when these agents deem such expression or speech unruly, and

Whereas Hunter College is an academic institution made up of a community of administrators, faculty, staff, and students dedicated to advancing critical, historical, and scientific thinking, and

Whereas the principles of free speech, free expression, and academic freedom are of paramount concern to our College community and should be centrally relevant to any institution of higher education, and

Whereas the Charter for the Governance of Hunter College is based on principles and processes of shared governance,

Therefore,

Be it resolved that the Hunter College Senate is opposed to the passage of the proposed CUNY Policy on Freedom of Expression and Expressive Conduct in its current form.

Be it further resolved that, if such a policy is approved despite our opposition, that the Hunter College Senate Administrative Committee, in consultation with the College President, establish a committee to determine how the College ought to protect freedom of speech and expression at Hunter College in general, and apply and enforce the CUNY Policy on Freedom of Expression and Expressive Conduct in particular. With regard to the latter point, this committee will be charged with (A) developing a framework for best practices with regard to the application and enforcement of this policy and (B) reviewing specific cases of application and enforcement post hoc and making recommendations to the College President and the College Senate for further action.

Be it further resolved that this committee include the College President (or designee), the Director of Public Safety (or designee), a member of the Senate Committee on Academic Freedom, two additional members of the full-time faculty, two undergraduate students nominated by the Undergraduate Student Government (USG), one graduate student nominated by the Graduate Student Association (GSA), and one Higher Education Officer (HEO) nominated by the HEO Forum.

Be it further resolved that, in the absence of nominations from the USG, GSA, and/or HEO Forum, the Senate Administrative Committee shall fill the open posts.

Be it finally resolved that the Senate Chair send this resolution to the University Faculty Senate, to the General Counsel and Senior Vice Chancellor for Legal Affairs at CUNY, and to the CUNY Board of Trustees.

Sponsored by:

The Administrative Committee of the Hunter College Senate