

MINUTES

**Meeting of the Hunter College Senate
20 May 1987**

	The 224th meeting of the Hunter College Senate was convened at 4:10 PM in Room W714.	1 2
Presiding:	F. Fulton Ross, Chair	3
Attendance:	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
Minutes:	The Minutes of April 22nd were approved as distributed.	6
	The Chair extended a hearty welcome to the new senators and to the returnees.	7 8
	Professor Ross told the Senate that it was about to experience a very significant part of Hunter College history. He said: "Most of you know that Richard C. Mawe, Dean of Sciences & Mathematics, is retiring after 27 years of service. He is retiring to continue his already begun stage, screen, and television career. In the 15 years that the Senate has existed, Dick has been here from time to time - sometimes for 5 minutes, 10 minutes, 20 minutes, and even longer when divisional interests were at stake. I felt that it would be appropriate that the Senate lore reflect that Dean Richard C. Mawe spoke to the Senate, and not from his seat, but before the Senate. It is with great pleasure and historical sense that I introduce Dean Mawe."	9 10 11 12 13 14 15 16 17 18
	He yielded the floor to Dean Richard Mawe.	19
	<u>Dean Richard Mawe's address to the Senate:</u>	20
	"Fulton asked me to do this during one of my retirement parties and I agreed, not knowing what in the world I should say to the Senate or why.	21 22
	As Fulton said I haven't been here a lot, which may seem strange because the Senate is the one forum where Deans still have a vote. But when I became Chair of Biological Sciences in 1965 where I served until 1980, I was singularly focused on trying to develop a department of which the Institution would be proud. And when I became Dean I tried to extend the same degree of attention to six departments, and I very much enjoyed the challenge.	23 24 25 26 27 28
	Since a great deal of my energy was directed at the development of facilities and faculty recruitment, I gave less attention to matters of college-wide importance which the Senate must consider, but I knew the Division was very well represented in this body as on your committees.	29 30 31 32
	I looked with especially great interest and approval at the actions you took on issues that cut across divisional and departmental lines, (i.e. the select committee activities on the distribution requirements, grading problems etc.) In fact, I enjoyed giving testimony to the Select Committee because it gave me an opportunity to express myself about some observations made as an administrator over a long period of time. Looking back on my years at Hunter, I have always been conscious of the problem of "turf rights", a problem perhaps as strong now as it was decades ago.	33 34 35 36 37 38 39 40
	I believe the problem is a reflection of our history in which faculty lines and other budget considerations depended in large part on student head count in a department. Consequently more courses were offered than were needed by the student body, and carried with lower enrollments, and the offerings were repeated with no regular sequence, in an effort to lure students into departments or divisions. The result was a great deal of competition for students based on the idea that this activity would produce budgetary rewards, which, of course, it often did.	41 42 43 44 45 46 47 48
	As you all know, this can create a threatening situation in which curriculum or student issues that may be in the best interest of the institution and the	49 50

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student are in danger of not getting a fair hearing. I congratulate the Senate because I have seen that this effort, that of providing the fair hearing despite clearly visible turf problems, is something you have been willing to insure, despite some strident, sometimes orchestrated reaction. Incidentally, within the Science Division there has never been immunity to these problems, and unfortunately, the same may be said of other divisions and schools. 51-56

However, now that we have the new buildings functioning, and the total envelope of available space has been programmed, and departments are aware of just about how big they will get, hopefully the concentration of effort will be on refining and fine-tuning everything we are presently doing for students, and phasing out the competitive atmosphere that has existed too long. The Senate is the body that assures that will happen. 57-62

I had a great time in my 27 years at Hunter College. It was wonderful. I thank the Senate for the support Sciences & Mathematics has received for our instructional programs and all the things we wanted to accomplish. I believe we have a division of which you can be proud. In addition to an excellent curriculum, which embraces state of the art hands-on experiences, a high success rate for pre-medical and pre-professional placements of students, outstanding opportunities for minority scientists, the division boasts a faculty which has attracted external funding for research to a level of 4.5 million annually. It should be pointed out that the Hunter Science development operation since the early sixties was virtually a boot-strap operation. City, Brooklyn, and Queens Colleges had science buildings built for them during the past decades and with those new buildings came millions of dollars for science equipment from the State Dormitory Authority. We never had that privilege. It is unfortunate that there is so little bureaucratic recognition for what has been accomplished here, which leads me to my final remarks. 63-78

If I were going to leave any word with the Senate, any urging, I would suggest that there are some global matters to which you give your attention, in addition to your responsibility to the Hunter academic programs. I am particularly referring to 80th Street and our virtually non-visible Chancellor. I would urge that sometime in addition to letters to Congressmen at the behest of 80th Street, you write to the Trustees asking for the identification of our Chancellor and his plans for the University during the next decade. 79-85

We would like to know if he will ever have the courage to address the tough issues (i.e. re-distribution of resources). We all know that Hunter has been understaffed and underbudgeted for years. All of CUNY has been aware. Other units advertise small classes because they have far fewer students and more faculty than needed. When early retirement in the University became a fact, the Chancellor had a marvelous opportunity to address this problem. His actions failed to make any real impact. 86-92

We would like to know if there will ever be an effort, if not a major fight, to designate one or two of the units of the City University as research centers and allow the consequential new funding mode to provide the equipment, facilities and library holdings that the students in the City deserve. The State system has a number of such centers. Perhaps, for some reason, the tax payers of New York City are not entitled to that return for their City University. In addition, the Chancellor of the State University has been fighting hard for doctoral student tuition fellowships or waivers. It is clear that supporting doctoral students through adjunct funds over a ten month period and demanding tuition from that meager support does not make us very competitive in the student marketplace. Our Chancellor behaves as though it is not a problem for the University. 93-104

Besides those issues, there is one which refers back to my remarks about science buildings, and of course it is of particular concern to the sciences. It has always been a great frustration for me to observe that whenever new money comes about from the State, 80th Street will arrive at a dramatically democratic and simplistic formula for sending the money around. They never look to the history of development in the various institutions, of what investments have gone before. For example, now they are saying there will be some new graduate money coming through the pipeline, a graduate initiative. And the suggestion is made that the distribution will be on the basis of a headcount of doctoral students at the units involved in doctoral programs. 105-115

Thus, the decisions about new major equipment funds will be made with no recognition of what had gone before - that three units, City, Brooklyn and Queens received multi-major allocations of equipment from the State Dormitory Authority in conjunction with their new science buildings. Why couldn't the Chancellor say, -Look there is new money, lets try to put it in the places where it has been clearly absent.

Well, to effect a distribution without a simplistic formula takes a lot of political courage, vision and more importantly, it takes real concern. The City University Chancellor comes up short on all counts.

Well, these are my thoughts. But I don't believe it is beyond the Senate to address them, to demand more of the Chancellor. Hell, you may find he's like me. He may have secret thoughts, that he'd like to be an actor, or a painter, or a sailor. If he has, he should be encouraged to follow through, and let someone take the Chancellorship who will lead the University to new levels of excellence as well as opportunity and not dwell on old slogans and practices.

If you can do anything about that, let me know. I'll be watching the newspapers. Thank you all very much for your support throughout the years."

Report by Provost Tilden LeMelle

The Provost said: "Dick Mawe just made a point which is very important to Hunter and to the academic programs and academic missions that we spend so much time to maintain, and in trying to raise the level of quality of what we are doing here. We have done extremely well in this regard but there is much that we still need to do, and to accomplish that 80th Street plays a very important role with regard to distribution of resources. We are glad, Dick, that you are going to watch us closely and we look forward to the day when you will come and celebrate with us the achievement of our vision for the College. What you together with your colleagues, and with your own personal commitment and effort have given to Hunter College over the 27 years that you have been here, cannot be measured. While we can measure a lot in dollars and cents, and in terms of equipment and space and the like, we cannot measure what I believe has been your greatest contribution, and that is your total commitment to serving the community of Hunter College - its students, its faculty, and all that we are about. For that we thank you and we love you."

Provost LeMelle said: "This may be the appropriate time for me to thank the Senate for several major contributions during this past year. Contributions which have moved the College along in a very fundamental and important way academically. First of all, I want to thank the Senate for the support that we received in the Middle States Evaluation, from some of you individually in terms of your participation and from the Senate collectively through the instrumentality of the Senate's office in making the occasion administratively and logistically a successful one. The kind of support that was given needs to be commended. Also the support and the wisdom of the Senate some years ago to establish a way for the community's participation in important searches in the College, and the search this year for the Dean of Sciences & Mathematics, was a very important contribution. It gave us an opportunity to see in the concrete how the total concept that has been incorporated in the Amendment to the Charter has worked. I think that Hunter is on its way now to avoiding the kind of things that led to the Senate taking action some years ago, and I want to thank the Senate and those who participated in that. Something that was long overdue and was initiated through the instrumentality of the Senate, was recognizing the contributions that were made to the life of the College by the Library staff. That, too, was a very special kind of thing. Finally, something that perhaps some of you may not know about, which has long-term implications for what happens at Hunter, should be commended. That is the continuing work of the Senate's Undergraduate Course of Study Committee, particularly their following up on how we organize ourselves academically with regard to our curriculum and to increasing the probability of success for our students. Sometimes we get caught up in legislation that is aimed at maintaining standards, and we don't look at how we can follow up to make that legislation a reality. That is the work of the Undergraduate Course of Study Committee, and all

who have worked with Jim Muyskens over the last two years in the develop- 179
ment of bridge courses which become part of that competency base portion 180
of our curriculum that is so crucial to the success of our students. It is go- 181
ing beyond simply saying this is what you must do, and provides the kind of 182
curriculum or running together which makes progress more realistic and pro- 183
vides a greater chance of success for our students. The course restriction 184
codes which have been established are a major step in that direction. All 185
of these are really the involvement of the Senate, and the kinds of standards 186
and regulations we make are translated into something concrete. In effect, 187
our collective involvement amounts to advising and guiding our students. 188
Another tremendous contribution is the work done by the Advisory Commit- 189
tee to the Provost on Remediation which you asked us to establish some 190
years ago in the early days of our discussions about the general education 191
requirements. That Committee has taken on a very important task in advi- 192
sing Jim Muyskens, who now chairs it. It is a representative committee of 193
people who actually deal with these kinds of issues on a day-to-day basis, 194
and work things through the Undergraduate Course of Study Committee. 195
Again, it was your wisdom some years ago to formalize what had been an 196
informal way of looking at that competency base part of our curriculum. 197
If we can succeed at that level, our students really have a greater chance 198
of success and movement because we will be providing the kind of support 199
they need. All this, together with a college-wide intervention system which 200
is in the planning stage right now and will address the issue of retention, 201
has long-term implications for the College and for the success of our stu- 202
dents. It has been a very good year, and the Senate's help has been most 203
important. I look forward to continuing our working together so that we 204
can make this College what we all want it to be, and not only for us as fa- 204
culty and staff, but also for our students. Thank you." 206

**Report by the
Administrative
Committee:**

Election of Senate Officers 207

Prof. Ross yielded the floor to Vice President Gille Petersen. 208

Ms. Petersen opened the floor for nominations for **Chair of the Senate.** 209

Professor Fulton Ross (Communications) was nominated. 210

A motion to close nominations and to instruct the Secretary to cast a single 211
ballot in favor of Prof. Ross carried by voice vote. Prof. Fulton Ross was re- 212
elected Chair of the Senate. 213

Prof. Ross opened the floor for nominations for **Vice Chair of the Senate.** 214

Ms. Nina Katzander (Sociology) was nominated. 215

A motion to close nominations and to instruct the Secretary to cast a single 216
ballot in favor of Ms. Katzander carried by voice vote. Ms. Katzander was 217
elected Vice Chair of the Senate. 218

The floor was open for nominations for **Secretary of the Senate.** 219

Prof. William Mayer (Classical & Oriental Studies) was nominated. 220

A motion to close nominations and to instruct the Secretary to cast a single 221
ballot in favor of Prof. Mayer carried by voice vote. Prof. Mayer was elected 222
Secretary of the Senate. 223

Prof. Ruth Sidel, outgoing Secretary of the Senate, presented the remainder 224
of the Administrative Committee report as follows: 225

Approved Curriculum Changes 226

The following changes as listed in Part I and Part II of the report dated 5/20/ 227
1987 were approved as distributed, and were submitted for the Senate's infor- 228
mation: Items US-652 (Economics), US-644 (School of Nursing), GS-256 (School 229
of Health Sciences), GS-260 (Health & Physical Education), GS-262 (School 230
of Nursing), GS-263 (Romance Languages), GS-257 (Curriculum & Teaching), 231
GS-265 (Social Sciences), US-649 (Humanities & Arts). 232

Senate Meeting Schedule for Fall 1987 and Spring 1988 233

The following Senate Meeting Schedule was approved by voice vote: 234

	<u>Senate Meeting Schedule for Fall 1987</u>	235
	<u>Time:</u> Wednesdays from 4:00 to 5:30 PM	236
	September 16 and 30	237
	October 7 and 21	238
	November 4 and 18	239
	December 2 and 9	240
	<u>Senate Meeting Schedule for Spring 1988</u>	241
	<u>Time:</u> Wednesdays from 4:00 to 5:30 PM	242
	February 17 and 24	243
	March 9 and 23	244
	April 13 and 27	245
	May 4, 11, and 18	246
Committee Reports:	<u>Charter Review Committee—Third Reading of the Charter Amendments</u>	247
	Prof. Al Bennick, Chair of the Committee, presented the two-part report dated 20 May 1987 of the proposed Amendments to the Hunter College Governance Charter for the Third Reading and Adoption Vote. He reminded the Senate that approval by written ballot by 3/4 of all those present and voting would constitute adoption of the Amendments.	248 249 250 251 252
	He moved that the proposed Amendment to Article XI be withdrawn.	253
	There having been no objection it was so ordered.	254
	The motion on the floor was approval of the Charter Amendments as presented in the two-part report.	255 256
	Voting by written ballot produced the following results: 70 in favor, none opposed, and 2 abstentions. The motion carried.	257 258
	(The Amendments to the Hunter College Governance Charter, as approved, are attached as Appendix II.)	259 260
	<u>Undergraduate Academic Requirements Committee</u>	261
	In the absence of the Chair of the Committee, Prof. Sidel reported that the Undergraduate Academic Requirements Committee has completed action on plus/minus grades, and is prepared to make a report to the Senate. However, given the need to permit a full discussion on the issue in the Senate, the Committee has decided to delay its report until early in the Fall 1987 semester.	262 263 264 265 266
	<u>Budget Committee</u>	267
	Prof. Peter Basquin, Chair of the Committee, presented the report dated 20 May 1987 as distributed for the Senate's information.	268 269
	He informed the Senate that the Budget Committee has received a great deal of cooperation from the Administration, particularly from Vice President for Administration Anthony Picciano, with whom the Committee works very closely. He is a member of the Committee as established in the Charter, and is here to answer any questions about the details of the Budget.	270 271 272 273 274
	There were no questions.	275
	<u>Student Standing Committee</u>	276
	Ms. Marilyn Daley-Weston, Chair of the Committee, presented the 1985-86 Annual Report of the Committee as distributed for the Senate's information.	277 278
	<u>Discussion with the Managers of the Book Store</u>	279
	The Managers of the Book Store, Mr. Tom Laurito and Mr. Joe Barbanti answered questions from the floor, and explained some of the problems they encountered in operating the Bookstore.	280 281 282
	The meeting was adjourned at 5:30 PM.	283

Respectfully submitted,

Ruth Sidel,
Secretary

APPENDIX I

FACULTY:

Academic Skills: Teri Haas
Hector Martinez "E"
Maria Rodriguez "E"

Anthropology: Sally McLendon
Allyson Purpura

Art: Anthony Panzera
Susan Peterson

Biology: Robert Grant "E"

Black & P.R. Studies: Joanne Edey-Rhodes
Jose Morales

Chemistry: Klaus Grohmann
Charles Hecht

Classics: Elizabeth Beaujour "E"
William Mayer "E"

Curriculum & Teaching: Herb Perr

Economics: Lawrence Arnstein

Educational Foundations: Joan Buxbaum
Sherryl Graves

Geology & Geography: Richard Liebling

German: Minna Altmann

Health & Physical Ed.: Tom Burke
Ron Brown

History: Dolores Greenberg

Health Sciences: Jack Caravanos

Mathematics: Thomas Jambois

Music: Clayton Westermann
Jana Feinman

Nursing: Joan Sayre
Mary Dee McEvoy

Philosophy: Christine Sistare

Political Science: Michael Jaworskyj
Andrew Polsky "E"
Priscilla Handelman

Psychology: Sam Korn "E"
Gerald Turkewitz

Social Work: Yvonne Asamoah
Judith Rosenberger
Gary Anderson
Yolanda Mayo

Sociology: Robert Carter "E"
Vladimir Nahirny

Special Ed.: Julia Wu
Katherine Garnett "E"

Student Services: Madelyn Stokely

Theatre & Film: Patricia Sternberg
Nina Rosenblum
Dick Tomkins

Urban Affairs: William Milczarski

Dean Evelyn Gioiella "E"
Dean Carlos Hortas
Dean Everlena Holmes

STUDENTS:

Don Weiner
Herbert Weiss
Chris Kikis
Karen Jacoby
Lidolfo Franco "E"
Dennis Bianco
Aleza Ross
Ghennady Khareyn
Lucrecia Accardo "E"
Felicia Banks
David Eskin
Rosa Heredia
Sheri Love
James McKeever
Jorge Ortiz-Aleman "E"
Marcette Alcena "E"
Francis Torres
Stella Greco "E"
Daniel Quinn
Bernie Jones "E"
Karl Rutter
Amanda Matthews "E"
Rhonda Fountain
Diane Manthei "E"
Mike Knights
Neil Apostolakis
Sonia Tirado
Kimberly Slade
Amy Pearsall
Frederick Fu
Rosa Nunez
Norma Moy "E"
Marc Mizrahi
Peter Gallert "E"
Jennifer Williams

APPENDIX II

THIRD READING AND ADOPTION OF THE FOLLOWING AMENDMENTS TO THE
HUNTER COLLEGE GOVERNANCE CHARTER

Underlined bold sans serif is used for language to be added.

[*Bracketted italics*] is used for language to be deleted.

ARTICLE I

Section 1

The Hunter College Senate shall be established as the legislative body of the College with authority to determine College policy on all matters not reserved now or hereafter by Education Law or Board of [*Higher Education*] Trustees By-Laws to the President of Hunter College, to other officers or duly constituted bodies of the College or The City University, or the Board of [*Higher Education*] Trustees.

ARTICLE II

Section 3

There shall be completed, no later than by the end of the third year, a thorough and impartial review of the composition, structure, and functions of the College Senate by a group empowered to propose, should it so deem necessary, a new version of the governance charter or major revisions thereof in the form of amendments for referendum (Article XIV) and submission to the Board of [*Higher Education*] Trustees, if required. In the meantime, the Senate will use the latitude afforded it under this Charter for continued development of organization and procedures in order to fulfill its mandated functions effectively.

ARTICLE III

Section 2

The College Senate shall schedule regular nominations and elections (other than the initial one — see Article X) once a year during the last [*three*] four weeks of classes in the spring semester; and it shall convene following such elections no later than June 1. The faculty and the student bodies shall be responsible, through duly constituted organizations, for conducting the elections of their respective representatives in accordance with the terms of this Charter.

ARTICLE IV

Section 1

- A. Hunter College is a multifaceted institution which has offerings organized into programs, departments, professional schools, and divisions the structure and titles of which may change as the needs of its students change. It also has an administrative structure and administrative officers which change in title and function as the college develops. Therefore, wherever the Charter refers to a specific administrative officer (e.g. Dean, Registrar, etc.), or academic unit (e.g. department, school, division, etc.), or academic position (e.g. instructor, lecturer, etc.) such language should be construed to include any equivalent officer, academic unit, or academic position regardless of the particular language that is currently in use. In all such instances not fixed by the Charter, the equivalencies shall be determined by the Administrative Committee of the Senate and approved by the Senate.
- B. For the purposes of the Charter, the following equivalencies shall apply:
- i The word "department" shall mean any unit of the college which elects members to its Personnel & Budget Committee. In addition, for purposes of Article IV, Student Services shall be included as a department.
 - ii The word "division" shall mean any unit of the college which has a P & B Committee consisting of representatives of more than one department but fewer than all the departments. The divisions include: Humanities and the Arts, Programs in Education, Schools of Health Professions, Sciences and Mathematics, and Social Sciences.

APPENDIX II (Continued):

Section [1] 2

- A. The 88 Senate seats reserved to representatives in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor on full-time appointments shall be filled as follows:
- (i) All [*academic*] departments [*and their equivalents*] shall be rank-ordered by the number of such faculty in the department. Each department shall be allocated 2 seats, and the remaining seats shall be allocated by assigning one additional seat to each department from the top of the list down, until the available number is exhausted.
 - (ii) Each department [*or equivalent*] will fill its allocated seats by nominations from and elections by its faculty members in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor on full-time appointments.
- B. The 26 Senate seats reserved to representatives in the ranks of Lecturer (full-time), Lecturer (part-time), Adjunct Lecturer, or in any other part-time teaching appointment while not also on full-time appointment, shall be filled as follows:
- (i) All [*academic*] departments [*and their equivalents*] shall be rank-ordered by the number of the department's faculty members in such positions. Each of the first 10 departments in this list shall fill 1 seat by nominations and election from among and by these faculty members.
 - (ii) In each of the remaining departments [*or their equivalents*] that include faculty members in these ranks, the latter shall make nominations for, and elect from among their number, one nominee for one of the 16 remaining Senate seats.
- C. The 28 Senate seats reserved to undergraduate students of the Day Session, other than students in the Department of Academic Skills, shall be filled as follows:
- (i) Of these seats, 17 shall be reserved to Day session departmental majors. Towards their election, each department [*or equivalent*] will elect, from nominations made within its own ranks, 2 nominees for these seats. All Day Session Seniors, Juniors, and Sophomores who have declared their major will elect the required number of representatives by an at-large vote among these nominees.
- D. The 22 Senate seats reserved to undergraduate students of the Evening Session shall be filled as follows:
- (i) All [*academic*] departments [*and their equivalents*] shall be rank-ordered by the number of full-time equivalent undergraduate students enrolled in their courses scheduled after 5:00 p.m. In each of the top 10 departments on the list, the Evening Session students affiliated with such a department shall make nominations and elect from their ranks 1 representative.
- E. The 22 Senate seats reserved to graduate students shall be filled as follows:
- (i) 15 seats shall be filled by graduate students matriculated in programs offered in the various [*academic*] divisions and [*professional schools in the College*] **the School of Social Work**; one seat to each [*academic*] division and [*professional school*] **the School of Social Work** and the remainder shall be allocated [*to the academic divisions and professional schools*] in proportion to the total number of matriculated students enrolled. Such allocations shall be recalculated every January, starting in 1982.
- H. (i) A Senate seat reserved for faculty members with specific rank, or other qualification (as outlined in Article IV, Sections [1] 2A and B), that remains vacant after the elections scheduled for such seats, shall be filled for the remainder of the regular term by a faculty election conducted by a process approved by the Senate.

Section [2] 3

For each of the constituencies, defined by the election procedures of Article IV, Section [1] 2, the eligibility to serve and the right to vote shall be based on the same qualifications:

Section [3] 4

In College-wide referenda and other votes conducted among all members of the instructional staff combined, a ballot cast by a faculty member in the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer (full-time) on full-time annual appointment shall be tallied as a full vote. A ballot cast by a faculty member in the ranks of Lecturer (part-time), Adjunct Lecturer, or any other part-time member of the teaching faculty not also serving on a full-time appointment shall be tallied as a half vote.

Section [4] 5

Certification as to class, status, and standing of students shall be made by the Registrar. Certification as to rank, position, and status of faculty shall be made by the Chief Academic Officer. Appointed representatives of the administration shall be certified to the Senate by name and administrative title.

APPENDIX II (Continued):

ARTICLE VIII

Section [8] 1

- B. When a committee vacancy cannot be filled with a faculty member or student with [the] specified [sessional, divisional or other] qualifications, that vacancy shall be first reported to the Senate and then may be filled by a faculty member or student, respectively, without regard to the qualifications specified.

Section [9] 2

In reorganizations of the Hunter College administration, Academic Administrators designated to serve ex-officio on standing committees of the Senate shall have responsibility, as nearly as possible, for the same functions as those who are currently designated to serve in such capacity.

Section [1] 3

In the exercise of its responsibility for the design and modification of Hunter College curricula the Senate shall establish two Committees on Course of Study, one graduate and one undergraduate. These committees shall be constituted as follows:

A. **The Graduate Course of Study Committee**
[(18 members):]

Six faculty members who teach in the graduate program; *5 graduate students, one representative from each of the four academic divisions: Humanities and the Arts, Social sciences, Sciences and Mathematics, and Programs in Education, and one serving at-large;* , **at least one faculty member from each of the divisions; one graduate student from each of the divisions; and serving without vote** [the following academic administrators serving without vote: the Associate Dean of Graduate Studies and the Deans of the [four academic] divisions, **and the Chief Librarian or designee.**

B. **The Undergraduate Course of Study Committee**
[(18 members):]

[Seven Faculty members, o] **One faculty** representative from each of the [four] divisions [, one representing the Evening Session,] and two **from the divisions** serving at-large, **including one representing the Evening Session;** [6 students including] **one student from each division, at least one of whom is from the Evening Session, and** [at least] one student in the SEEK program [and one Evening Session student]; and, serving without vote, the **Chief Academic Officer, or designee,** the Dean of the Evening Session, the Deans of the [four academic] divisions, **and the Chief Librarian or designee.**

- D. There shall also be [four] **Divisional Committees on Curriculum**, each composed of [the divisional] **a Dean** (with vote) and **at least one** faculty member and one student **in equal numbers** from each department [or its equivalent] in the Division, elected by the department as it may decree in its By-Laws (see Article XII). These Divisional Committees shall review departmentally initiated proposals or may initiate their own proposals for programs or curriculum changes, submitting such proposals for consideration to the appropriate Senate Committee on Course of Study.

Section [2] 4

- A. The Undergraduate Course of Study Committee shall concern itself through study and research with policies relating to the curricular organizations. All proposals pertaining to:

Section [3] 5

There shall be a **Committee on Undergraduate Academic Requirements** consisting of 11 voting members: 6 faculty members, **one faculty member from each division** including three from the Day Session, two from the Evening Session [Council,] and one member of the Department of Academic Skills; and 5 students of whom two shall be Day Session students, two Evening Session students, and [a] **one** student in the SEEK Program. The Dean of Students, the Dean of the Evening Session or their designees, [Director of Admissions, the Registrar, and the Associate Dean for Academic Advisement] **the Assistant Vice President for Administrative Services and the Assistant Dean for Advising and Counseling** shall serve without vote. The Chair shall be a faculty member elected by the voting membership of the Committee. Its functions shall include the formulation of policy regarding methods of grading, requirements of student attendance, regulations relating to withdrawal from courses, and admissions not specified by Board of [Higher Education] **Trustees** By-Laws.

APPENDIX II (Continued):

ARTICLE VIII (continued):

Section [4] 6

There shall be a **Committee on Student Standing**, consisting of 5 faculty members, serving with vote, and serving without vote the Dean of Students and the Dean of the Evening Session or their designees[, and the Associate Dean of Academic Advisement] **and the Assistant Dean for Advising and Counseling**. The voting faculty membership shall include at least two members of the Evening Session Council and [the Registrar] **a representative** of the Department of Academic Skills. The Chair of the Committee shall be elected by its voting membership. The Committee shall be responsible for the evaluation of student records, for recommending to the Senate the award of degrees to qualified students, and for formulating policy, for adoption by the Senate, on the retention of students and the maintenance of academic standards.

Section [5] 7

In order to insure effectiveness, compatible procedures and comparable standards in the evaluation of teaching and teachers by the students throughout the departments (Article XII), and to assure the formal consideration of the results of such appraisals in the professional evaluation of members of the teaching faculty, the Senate shall establish a **Committee on Evaluation of Teaching**.

Section [6] 8

There shall be established a **Master Plan Committee** of the Senate, consisting of [4 faculty members, one each elected from the four academic divisions] **one faculty member from each division**; [4 students,] **an equal number of students at least** one each elected from the three sessions and from SEEK, and a Chair, elected by the Senate without constraint as to category. In addition, the Chief Academic Officer and the [Dean of] **Vice President for Administration** or their designees shall serve as non-voting members. This Committee will be the general College development planning group, concerning itself with the priorities that affect long term projections as regards programs and facilities. It will make policy recommendations on these matters for adoption by the Senate, and it will be responsible for drafting the annual revision of the Hunter College portion in the CUNY Master Plan, submitting such draft for approval to the Senate.

Section [7] 9

The Senate shall establish a **Committee on the Budget**, consisting of [4 faculty members, one elected from the academic divisions] **one faculty member from each division**; the Director of SEEK; [5 students] **an equal number of students**, including at least one elected from each of the three sessions; and a Chair elected by the Senate without constraint as to category. The Chief Academic Officer, the [Dean of Administration, and the Business Manager] **Vice President for Administration and designee** will serve ex-officio without vote.

Section **11**

The Senate shall establish a **Committee on the Calendar**, consisting of [5 faculty members, one each elected from Day Session, Evening Session (SGS), School of Social Work (Graduate), School of Nursing, School of Health Sciences] **one faculty member from each of the divisions and the School of Social Work, and a faculty member teaching in the evening**. [5 students,] **an equal number of students at least** one each from Day Session, Evening Session, **and Graduate**, [and two at-large,] and 4 ex-officio members (Dean of Students or designee, Associate Dean for [SGS, Director of Academic] **the Evening Session, Assistant Vice President for Administrative Services, and Director of Financial Aid**).

Section **12**

There shall be a **Committee on Departmental Governance**, consisting of [4 faculty members, 4 students] **one faculty member and one student from each division**, and one member of the administration (all with vote). The Committee on Departmental Governance shall: (a) make recommendations to the Senate on standards for Departmental By-Laws; (b) review Departmental By-Laws and Amendments approved by departments and make recommendations for Senate action; (c) make recommendations to the Senate on alleged infractions of Departmental By-Laws.