

Report of the Ad Hoc Committee on the Governance of Programs and Interdisciplinary Structures of the Hunter College Senate

INTRODUCTION. The members of this committee are dedicated to the pursuit of excellence at Hunter College. We recognize that the highest educational goals for our students are often achieved when faculty are not bound by traditional disciplinary boundaries when developing curricula. We also maintain the necessity of establishing clear guidelines about how such courses of study are administered within Hunter College given that the CUNY by-laws and the Hunter College Charter are silent on the matter of program development and oversight. It is in this spirit of collaboration and cooperation that this committee was formed.

In accordance with a Senate Resolution adopted on December 7, 2016, an Ad Hoc Committee on the Governance of Programs and Interdisciplinary Structures was created. The committee was charged with addressing issues related to the governance of all programs “including those entities officially named Programs, Institutes, Centers, Schools, and any other non-departmental or interdepartmental entities offering or managing courses of study in any capacity.” We were further charged “with also (A) researching current structures and practices pertaining to the governance of such entities at Hunter College, (B), consulting with all relevant programs and administrative offices, (C) consulting and coordinating with all relevant Senate committees, including the Undergraduate Course of Study Committee, and (D) reporting to the Senate and making recommendations for Senate action to ensure the faculty governance of Programs and Interdisciplinary Structures.” In the simplest terms, our concern was addressing all curricula and courses of study that are currently situated outside of or separate from academic departments, as well as those within departments.

To accomplish this work, the Senate convened this committee. Nominations were taken to fill the committee according to the membership criteria and the Senate voted to confirm the committee members. It was comprised of the following members:

SAS Social Sciences: Jessie Daniels, (Chair)
SAS Arts & Humanities: Janet Neary
SAS Math & Sciences: Shirley Raps
School of Social Work: James Mandiberg
School of Education: Christina Taharally
Nursing, Health Professions, and UPH: Nancy Eng
Interdisciplinary Programs: Rupal Oza
A&S at large (3): Bernadette McCauley; Catherine Raissiguier; Omar Dahbour
Dean (non-A&S): Michael Middleton
Undergrad Students: Edward Friedman and Jacqueline Rozado
MA student: Meghann Williams
Provost (or designee): Lon Kaufman
Dean of A&S (or designee): Andrew Polsky

Members who serve with voice but no vote:

Joseph Lao (Psychology, as Chair of the Senate Governance Committee, 2016-17)

Sarah Chinn (English, as Chair of the Senate Governance Committee, 2017-18)

Eckhard Kuhn-Osius (German, as Chair of the Senate Undergraduate Course of Study Committee)

At the first meeting of the committee, the Chair of the Senate reiterated the charge. The committee then discussed its approach to this charge and consequently designated three sub-committees. These were as follows:

a. Sub-Committee on Principles, Values, and Vision (Omar Dahbour, Chair). This sub-committee considered how the promotion of flexibility and innovation in scholarship and curriculum development fits with the values and vision of the college. What are the principles and values associated with interdisciplinary innovation? (Perhaps these include intellectual flexibility, cooperation in research and teaching, and the traversing of conventional disciplinary divides, for example.) This committee also considered how other values at the core of our academic and intellectual mission (such as shared governance, faculty control over curriculum and scholarship, and academic freedom, for example) should inform our approach to innovation and interdisciplinarity. The latter set of principles/values should not be eclipsed by the drive for intellectual flexibility and innovation, nor should they eclipse the need to develop interdisciplinary and transdisciplinary structures. Given this set of concerns, what are the core principles and underlying values that should inform the (whole) committee's approach to its mission? This sub-committee drafted and approved statements of principle and these are included in Appendix C.

b. Sub-committee on Personnel and Consultation (Bernadette McCauley, Chair). This sub-committee explored the (1) mapping the terrain of programs, centers, institutes and other interdisciplinary structures at Hunter that are relevant to the (whole) committee's work (which might also include determining which are relevant to the committee's mission and goals and which are not); (2) developing a list of personnel who might have information or perspective to contribute to the committee's mission and work; (3) developing a protocol for reaching out to such personnel (perhaps interviewing them) in order to inform the committee's work.

c. Sub-committee on Rules and Procedures (Shirley Raps, Chair). This committee was concerned with researching College and University rules and procedures that pertain to the committee's work in order to ensure that the committee adheres to them when moving forward with recommendations to the Senate. These rules protect the integrity of our academic institution and should not be taken lightly. Important documents include (but are

not necessarily limited to): The Charter for the Governance of Hunter College, official Senate Procedural documents (such as Procedures for Preparing and Submitting Curriculum Proposals for College Approval), the bylaws of schools and other academic units of the college, The Bylaws of the CUNY Board of Trustees, the CUNY Manual of General Policy, and the PSC/CUNY contract.

After the initial meeting, the committee met again on the following dates:

- 2017: April 4, May 4, May 26, July 19, September 7, October 25 (subcommittee chairs + chair only), November 15 and December 5.
- 2018: March 8, March 21, April 11

SURVEY. A good deal of the work of the committee as a whole was spent developing a survey instrument (Appendix A). It was distributed (with help of Senate Office Administrative Associate, Lara Miranda) to all programs and interdisciplinary structures, including “those entities officially named Programs, Institutes, Centers, Schools, or any other non-departmental or interdepartmental entities offering or managing course of study in any capacity.” The goal of this survey, in keeping with the charge of the committee, was to determine the scope of programs and interdisciplinary structures, and to ascertain their current governance structure. We used the results of the survey to inform our discussions and recommendations. A summary of the survey results is found in Appendix B.

The survey responses reveal that “program” and “interdisciplinary” are not terms with clearly defined meanings at Hunter College, which made the work of the committee even more challenging. There remains some debate between and among members of the committee about these terms, and about the charge of the committee (whether to consider governance of all programs or just those deemed interdisciplinary). For the sake of this report, we use the terms in the name of the committee “programs and interdisciplinary structures” as the boundary of our work and to mean: curricular degree programs (majors, minors, and certificates) that cross conventional disciplinary lines.

In keeping with the charge of this committee, we collected information about the range of structures for organizing and offering courses currently in place at Hunter College. The following is what we found:

- departments (e.g., Women and Gender Studies, Africana and Puerto Rican/Latino Studies)
- interdisciplinary self-governing programs; programs with courses from more than one department or school that offer a major, track, minor, or certificate (e.g., Asian American Studies, Quantitative Biology)
- self-governing programs with curriculum from other departments, schools, and programs (e.g., Human Biology, Human Rights)

- graduate programs shared by the School of Education and departments in the School of Arts & Sciences (e.g. MA in English Adolescent Education, or Biology, Chemistry, Mathematics, Physics)
- interdisciplinary curricular programs housed within a department (e.g., Environmental Studies major)
- “non-self-governing” interdisciplinary curricular programs (e.g., Health Careers Preparation Post-Baccalaureate Certification, Quant Bio)
- interdisciplinary interchange in the form of single courses and cross-listed courses (e.g., Thomas Hunter Honors courses team taught by professors in different departments, not intended to be a permanent course offering)
- the professional schools, are variously organized, including:
 - School of Social Work (SSW) is organized into “methods” and “fields of practice,” and all new courses are approved by tenure-track faculty through the SSW’s Curriculum Committee;
 - Bellevue School of Nursing offers programs of study that lead to licensure and certification in a range of specialty areas;
 - School of the Health Professions offers programs of study that lead to licensure in Nutrition, Physical Therapy, Speech/Language Pathology and Audiology
- and others not specified above.

This typology is a comprehensive but not an exhaustive catalogue of structures offering interdisciplinary courses of study.

RECOMMENDATIONS

Our overall recommendation is that all programs and interdisciplinary structures at Hunter should be faculty led and governed; and, that all structures should seek Senate approval for a governance document, which guarantees that roles and functions are filled and properly defined with full transparency. Our specific guidelines concerning governance, curriculum, faculty and administrative roles are detailed below.

- 1. GOVERNANCE.** The impetus for any new program or interdisciplinary structure should begin with a consultation between faculty and administration, and may be initiated by either. Then, a conversation follows about the need or demand for such a program among students, and the available resources to meet such a demand.

Early in this process, faculty should draft a proposal to establish the self-governing entity that addresses all of the operational needs of the new program or structure. The proposal should include a description of the nature and purpose of the relevant unit, instructional expectations (if applicable), staffing expectations, proposed departmental affiliations and relationships with other existing units, plan for governance, budget details (including plans for reallocation of existing monies and sources of new monies, and including any anticipated revenues), and a relevant

resolution. The resolution should include a "Resolved" paragraph specifying the name of the entity, the name of the college (Hunter College), and the effective start date. The resolution statement must be followed by an "Explanation" paragraph. The Explanation should briefly describe the entity, purpose and mission.

The Hunter College Senate and the CUNY Board of Trustees must approve the resolution. Once effective, the new entity should submit by-laws to the Senate Committee on Governance for approval.

In the case of existing programs that are currently functioning without by-laws in place, current program directors and/or faculty steering committees in charge of such programs should approach the Senate Administrative Committee and Committee on Governance within two years with a plan for governance. The Senate will advise each existing program as to whether it has an approved governance structure. By-laws are not effective until approved by the Committee on Governance and the Hunter College Senate.

2. **CURRICULUM.** Interdisciplinary courses and curriculum must follow Senate-mandated curricular procedures involving review by either the Senate Undergraduate Course of Study Committee or the Senate Graduate Course of Study (as appropriate to the level of study). This might mean that either (a) constituent departments that are part of an interdisciplinary initiative host the interdisciplinary courses and that these constituent departments' curriculum committees develop said courses for review by Divisions, Schools and the Senate as appropriate; or, (b) some departments, schools, or self-governing programs offering interdisciplinary curriculum programs may want to form an interdisciplinary curriculum committee from among their voting faculty members. This elected interdisciplinary curriculum committee might then develop courses for review by Divisions, Schools and the Senate as appropriate. This process, and the interdisciplinary curriculum committee's voting members, should be defined in the program's by-laws or governance plan as noted above and approved by the Senate.

In the latter case, we must keep in mind that Senate Curriculum procedures (Part A, Section III.2) mandate that, "Curriculum proposals that are interdisciplinary in nature require the review of all School/Divisional Curriculum Committees in whose purview the course falls." For one, this level of review is necessary to ensure that interdisciplinary units do not infringe upon the curricular offerings of other units, which also eliminates redundancy and encourages academic cooperation at the college. This review is also necessary to assess resources required; for instance, if the proposal pulls resources from a school and requires financial support from their

dean, it would be appropriate for the school or the campus to review in order determine if the additional support is warranted. This additional level of review is very helpful for correcting any remaining errors in proposals.

Administrative officers may not take on the faculty function of developing and implementing curriculum. With regard to this point, the jurisdiction and responsibilities of the administration and faculty are defined in the Board of Trustees Minutes listed in Article 2.08 of the Manual of General Policy, in the CUNY Bylaws Articles VIII, IX, and XI, and elsewhere.

- 3. FACULTY AND ADMINISTRATION OF CURRICULAR PROGRAMS.** In the spirit of faculty governance and program stability, this committee strongly recommends that programs be directed by full-time faculty with tenure. However, we recognize that for various reasons this may not always be possible. Only when there are no tenured faculty available, other full-time faculty may be chosen for the position of Director according to the procedures of that program's governance document.

In all cases, appointments of Program Directors are subject to the approval of the President or their designee. Program Directors must be full-time faculty members attached to a department. Following the pattern of Department Chairs, the committee recommends that Program Directors serve a term of three (3) years.

The committee recommends that doctoral lecturers with CCE be incorporated into the governance structures of programs and interdisciplinary structures. We also recommend that interdisciplinary structures make meaningful efforts to craft a curriculum in which a significant number of courses are taught by full-time faculty, who are more able to mentor and advise students.

- 4. FOSTERING INTERDISCIPLINARY INNOVATION.** As a whole, the committee was in enthusiastic agreement in our desire to foster interdisciplinary innovation at Hunter College. Some of the most generative and energizing collaborations happen between faculty across departmental boundaries and from different disciplines, divisions or schools. Yet, actualizing such collaborations is often so cumbersome as to discourage those efforts. Thus, we urge the Senate to consider creation of an incubator that makes interdisciplinary innovation vibrant, easy and interesting.

APPENDIX A.

SURVEY for HUNTER COLLEGE CHAIRS and PROGRAM DIRECTORS

This is a survey designed by the Ad-hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures*. It is intended to gather information about the wide range of programs that are concerned with curriculum in any way at Hunter College and, more specifically, how they are governed. Our committee has been tasked by the Senate with developing a report for faculty colleagues on these matters, and we ask your help in gathering information for this purpose.

PART A. This part to be filled out by programs, centers and departments and any other administrators of programs. For the purpose of this survey, “academic programs” are defined as any that include courses from one or more academic unit. In this section, we ask general questions about the kind of academic program that you administer.

1. Please list any academic programs operating under or through your academic unit, or to which your unit regularly contributes courses and/or faculty.
2. Please provide any of the following that you may have about your interdisciplinary academic program: mission statement, overview of the program, program learning objectives, brochures, flyers, or link to a website with such materials.

PART B. Current Governance. Given our charge as a committee, we are most interested in how your interdisciplinary academic program is currently governed. In this section, we ask about several related questions about the way your program is currently governed.

3. For any interdisciplinary program listed under PART A. above, please describe briefly the formal governance structure (if any) of the program.
4. By what process does the program make changes in its curriculum? Please identify the faculty (and others, as applicable) within the program who participate in curriculum decisions.

For 9 May 2018 Senate Meeting

5. If the program has faculty members with a formal program affiliation, how are they selected? How does the program secure teaching commitments from faculty in other academic units? Does the program include faculty with joint appointments in other units? If so, how are they evaluated?

6. If program faculty members are housed in other academic units, what is the role (if any) of the program and its director in the evaluation and observation of those faculty members in personnel decisions (reappointment, tenure, and promotion)?

7. Does the program have a director (or head or other title to denote the administrative leader of the program)? By whom is the director chosen? For how long does the director serve? By whom is the director reviewed and how often? Who has the authority to remove/replace the director?

8. Who schedules courses for the program, has the ability to cancel classes if they are under-enrolled, and decides who teaches the courses in the program?

9. If the program has selective admissions, who chooses the students? If someone other than the program director advises students, who selects the advisor(s)?

10. What proportion of the courses in the program is taught by adjunct faculty? Are the adjunct faculty 'career adjuncts' or people with a career outside of academia?

11. How are FTEs allocated by the college when a course is offered through an interdisciplinary program? With respect to Interdisciplinary Programs, how are students assigned - that is, how is it decided which department gets the 'credit' for which students?

PART C. Shortcomings of Governance. We expect that there may be shortcomings or challenges to the way that your program is currently governed. In this section, we ask about those challenges.

12. Please describe any shortcomings or particular challenges your interdisciplinary academic program faces due to the way it is currently governed.

13. How would you suggest this be changed?

For 9 May 2018 Senate Meeting

APPENDIX B.

SURVEY RESPONSES FOR HUNTER COLLEGE CHAIRS AND PROGRAM DIRECTORS

Contents~ Academic Units

Women and Gender Studies11

History, Jewish Studies12

Comparative Literature13

AUD consortium.....14

19 teacher education programs. They are: TESOL, Childhood (grad and undergrad), Early Childhood (Grad and undergrad), Literacy, EDSUP, Bilingual, Graduate Math, Adolescent English, Adolescent Social Studies, STEM, Foreign Languages, 3 Creative Arts, 5 Partnership Programs (EHTP, UTR, TFA, Success Academy, TESOL).....15

Philosophy (major/minor); Philosophy, Politics, and Society (major/minor); Political Theory (minor); Human Rights (certificate); Logic (minor); Thomas Hunter Honors Program; Macauley Honors College; Legal Studies Program; Environmental Studies Program; Religion Program; Women and Gender Studies (cross-listed courses)17

Physical Therapy.....18

Mfa creative writing.....19

Thomas Hunter Honors Program19

Legal Studies, Political Theory, and International Relations Minors; Public Policy, Caribbean and Latin American Studies, and Human Rights Program21

Human Biology.....21

SPED Dept: Learning Disabilities, Behavior Disorders, Adolescent Special Education, Severe/Multiple Disabilities, Early Childhood, Special Education, Deaf/Hard of Hearing, Gifted, Applied Behavior Analysis, Teaching Fellows, Teach For America. Curriculum and Teaching: All Teacher Cert Programs - SPED courses22

International Relations minor, Political Theory minor; and Legal Studies minor23

Geography; Environmental Studies.....24

Total Responses: 25 surveys started, 14 completed

BREAKDOWN OF RESPONSES

PART A

Women and Gender Studies

Program Overview 1/ Program Learning Goals After completing of a major in Women and Gender Studies, students will be able to: 1. Describe the contributions of disenfranchised groups across historical and social locations. 2. Use gender, class, race, dis/ability, sexuality, and nationality as central and intersecting categories of analysis. 3. Develop interdisciplinary research skills and familiarity with critical Gender, Class, Race, and Sexuality theories and intersectional modes of inquiry. 4. Demonstrate skills in oral communication, writing, information technology, media literacy, and critical thinking. 5. Connect academic work with social and political realities outside the university. 6. Apply social justice principles and ethics to their own lives and their engagement with surrounding communities. 2/ Mission Statement The department of Women and Gender Studies focuses on the critical examination of gender; class; race; dis/ability; sexuality; and nationality as intersecting dynamics of social and identity formation. Our mission is to: • Educate students about the principles, theories, and concrete applications of these critical analyses. • Encourages students to examine the complex ways in which the social formations of sexuality, gender, race, class, national origin, dis/ability, and sexual orientation shape human experience and produce structures of power and inequality. • Re-examine the historical record to make visible the experiences and contributions of disenfranchised groups in a vast range of historical and social locations. • Connect academic work with social and political realities outside the university; enhance students' understanding of and resistance to structures of inequalities; and link research, teaching/learning, and activism. Through its broad interdisciplinary research and curriculum, the department of [Gender, Race, and Sexuality Studies] promotes transformative practices in research, creative work, pedagogies, and local/global partnerships. *** Our faculty is an interdisciplinary group of scholars whose research, teaching and advocacy work focuses on the relationships between these forces, drawing from women, gender, and feminist studies; ethnic and critical race studies; LGBT and queer studies; disabilities studies; as well as the study of nationalism and class.

PART B

Formal Governance structure We function as a regular department. However, we also have a steering committee drawn from a range of other departments and disciplines.

Changes in the curriculum Curriculum Committee and standard College procedures.

Program Director Department Chair (last one recruited through outside search)

Program decision making Chair in consultation with faculty members.

For 9 May 2018 Senate Meeting

Percentage taught by adjuncts 90% -- we recruit both junior academics, long-time adjuncts, and folks salaried outside of academia

FTE allocation When we formally cross-list a course with another department. The registrar creates a section with a number of seats assigned to the other department. In most case, we have to rely on "informal" cross-listing by counting courses in other departments. In this case the other department gets all the "credit."

PART C

Academic program challenges Currently we have 3 FT faculty members. As such, we cannot possible function as a full-fledged academic unit. We need 5 FT faculty to run a proper P&B committee, run legitimate chair elections, staff crucial committees (e.g. curriculum), etc.

Suggestions for changes For now, we are making do thanks to the generosity of our steering committee members. However, the labor they perform for our unit is unlikely to be counted toward their own promotion and tenure and is rendered invisible by the structural limits of the College. We obviously need the necessary lines (5) required by CUNY to ensure the proper running & governance of our unit.

PART A

History, Jewish Studies

Program Overview Mission Statement, Program Learning Objectives, Masters Poster, Overview of Program, links to website with materials

PART B

Formal Governance Structure Jewish Studies is inter-disciplinary and has been housed for many decades until recently, in History, but it operates independently and now that it has been re-structured as a Center for Jewish Studies with a national search for a director, History has only nominal oversight and does not participate in any formal governance structure for Jewish Studies. History only oversees the History courses offered as part of the Jewish Studies Program and provides the interim director with an office, but has no other role in Jewish Studies.

Changes in the curriculum The Interim Director of the Jewish Studies program (Dr. Bruce Ruben) is an adjunct who consults with the History Department Chair about course offerings in History only. There are no tenure track faculty now that Prof. Robert Seltzer has retired in the Jewish Studies Program.

Role of programming, evaluation, and observation The Jewish Studies Program's History faculty are all adjuncts (one or two per semester), including the interim director of the program.

Program Director Department Chair Yes, Jewish Studies has an interim director, Dr. Bruce Ruben. For many years before his retirement, Robert Seltzer, a tenured full professor in the History Department was the Director of the Program, but the Department was involved only in so far as providing a physical office, doing web invoicing for speakers, and providing observations for adjunct faculty hired in the History Department to teach Jewish History courses. The authority to remove or replace the director was never in the History Department's hands.

Student selection No selective admissions; program director advises students.

Percentage taught by adjuncts In History, all of the faculty teaching Jewish History courses in the Jewish Studies Program are adjunct faculty. Occasionally, Prof. Laura Schor, who is a tenured full professor in History will offer a course whose content qualifies for credit in the Jewish Studies Program, but that is handled by the Program, not the Department.

FTE allocation In the past, students in enrolled in Jewish History courses offered by the History Department that also counted for the Jewish Studies Program, and these were treated not as interdisciplinary courses but simply as History courses that could be counted for Jewish Studies credit. I do not know how the Jewish Studies Program will operate in the future, but History will continue to offer Jewish history courses as long as there is student demand.

PART C

Academic program challenges Because the Jewish Studies Program has been housed in History under the direction for several decades of a full time faculty member of the Department, I am not really aware of what shortcomings or challenges it may have faced. Now that the program is only housed in History as an interim solution while a new Center of Jewish Studies is organized with its own director, I do not know what the formal relationship will be (if any) with the History Department.

PART A

Comparative Literature

PART B

Formal Governance Structure P&B Connitte (Romance Languages) Shared Governance (Comparative Literature)

Changes in the curriculum P&B (Romance Languages) Committee (Comparative Literature)

Formal program affiliation Faculty in Romance Languages consists of full-time faculty plus more than 80 adjuncts/graduate students on fellowship.

For 9 May 2018 Senate Meeting

Role of programming, evaluation, and observation Romance Languages evaluates faculty members every end of Spring Semester. Comparative Literature faculty are evaluated by their respective Departments.

Program Director Comparative Literature has a Coordinator who is usually the elected chair of Romance Languages.

Program decision making In Romance Languages each curriculum committee schedules courses. In Comparative Literature, the Coordinator and the chairs of participating Departments schedule courses

Percentage taught by adjuncts 70% including Romance Languages and Comparative Literature

FTE allocation We should have a serious conversation on this issue. Not just FTE, but workload in general

PART C

Academic program challenges Cross-listing courses through Departments and Programs has become extremely problematic. I has troubles cross-listing courses between Romance Languages and Comparative Literatures, and I coordinate both Programs.

Suggestions for changes Honestly, I don't know. Certainly by not hiring yet another dean tasked with this mission. The Senate might convene a meeting of Departments and Programs in the fall. I r

PART A

AUD consortium

Program Overview [https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Audiology-\(Au-D\)](https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Audiology-(Au-D))

PART B

Formal governance structure Governance is shared by faculty members who teach in this Program, from the three participating colleges - Hunter, Brooklyn and the GC

Changes in the curriculum this goes thru the Curriculum Committee composed of AuD faculty from all three participating colleges

Formal program affiliation The Hunter faculty who teach in the AuD program split their time between Hunter and the GC though they are hired by Hunter and are considered Hunter faculty

For 9 May 2018 Senate Meeting

Program Director the EO is selected by faculty who teach in the program from the three colleges

Program decision making The EO, who, at the moment is a Hunter faculty member

Student selection The EO, who, at the moment is a Hunter faculty member

FTE allocation students apply to the AuD program so that 'credit' is afforded the AuD Program

PART C

Academic program challenges Though this issue has not come up yet, on the Hunter side, one potential problem is that faculty are not all evaluated by the same college so that there is likely differences across campuses as to how faculty are being judged and as to what the specific college might value, etc.

Suggestion for changes may need to look at re-structuring the AuD

PART A

**19 teacher education programs. They are:
TESOL, Childhood (grad and undergrad), Early
Childhood (Grad and undergrad), Literacy,
EDSUP, Bilingual, Graduate Math, Adolescent
English, Adolescent Social Studies, STEM,
Foreign Languages, 3 Creative Arts, 5
Partnership Programs (EHTP, UTR, TFA,
Success Academy, TESOL)**

Program Overview See info from program coordinators

PART B

Formal governance structure Program coordinators

Changes in the curriculum Program coordinators draft curriculum proposals in collaboration with program faculty. The proposals are then submitted to the department curriculum committee for review. Next, the proposals are discussed at the department meetings, along with recommendations and comments from committee members. Once the department votes to approve, the proposals would then be reviewed at the School of Education curriculum committee which is consisted of one member from each department, the associate dean and the department chairs (who do not vote).

Formal program affiliation Selection of faculty from other programs is a joint process, based on faculty members willingness, and the articulation of program coordinators. We do have several faculty members with joint appointment. Our department does their annual reviews and tenure and promotion.

Role of programming, evaluation, and observation The role of the other program and its director would include all of the personnel decisions, including reappointment, tenure and promotion.

Program Director Program coordinators are appointment by the Dean of school of Education. There is no term limits. Faculty members in some programs rotate to serve as program coordinators. The School of Education dean has the authority to remove/replace the program coordinators.

Program decision making Program coordinators do the course scheduling, cancel low-enrolled courses and select/mentor adjunct faculty.

Student selection Program coordinators, with the help of program faculty, do the admission. Advisors are selected based on a joint decision of program coordinators and faculty.

Percentage taught by adjuncts 80% of the courses in our department are taught by adjunct faculty. We have a few career adjuncts and the majority of them have career outside of academia.

FTE allocation We don't have interdisciplinary programs.

PART C

Academic program challenges The creative arts programs may be considered interdisciplinary programs: Music Education, Dance Education and Theater Arts Education. We provide faculty for their teacher education courses, as well as staff field supervisors for student teaching. There is no coherence: some of these programs are housed in our department and others are not.

Suggestion for changes Work out a coherent organization structure for these programs.

PART A

Philosophy (major/minor); Philosophy, Politics, and Society (major/minor); Political Theory (minor); Human Rights (certificate); Logic (minor); Thomas Hunter Honors Program; Macauley Honors College; Legal Studies Program; Environmental Studies Program; Religion Program; Women and Gender Studies (cross-listed courses)

Program Overview see Philosophy Department webpage

PART B

Formal governance structure some programs have advisors (philosophy; PPS), others have committees and/or advisors (political theory; human rights; logic); still others have a quasi-departmental structure of their own (Religion; THHP; MHC); others are departments or are administered within other departments (WGS; Geography, for Environmental Studies)

Changes in the curriculum Philosophy makes curricular changes via proposals to the department as a whole--they are discussed and approved in regular dept meetings

Formal program affiliation Program affiliations are voluntary; faculty who teach from outside the dept generally do so through cross-listed courses; no joint appointments as such

Program Director Philosophy Dept has a chair, voted on by the department in the usual way

Program decision making dept chair

Student selection N/A; we have a dept advisor whose job (as a lecturer) specifies this duty

Percentage taught by adjuncts 50-60 percent; most are graduate students, a handful w/other outside work

FTE Allocation this is negotiated w/other departments; usually enrollments are divided about 60/40 between philosophy and other depts for cross-listed courses

PART C

Academic program challenges Some programs are not governed by regular faculty (eg Human Rights), which can make communication more difficult; others (eg MHC) "expect" courses to be offered that may not fit well within our regular offerings; at the same time, it is not easy for regular faculty to teach across disciplines (eg offer a Philosophy/German course with another regular faculty member); this actually constitutes a barrier to regular faculty doing interdisciplinary work

Suggestions for changes all programs should have direction and advising by permanent academic faculty appointed in depts--this would give them more stability; second, certain rules (see 12, above) should be loosened to enable regular faculty to more easily do interdisciplinary teaching

PART A

Physical Therapy

Program overview www.hunter.cuny.edu/pt

PART B

Formal governance structure We are not interdisciplinary.

Changes in curriculum All full time faculty are members of our curriculum committee.

Program Director The Dept. Chair is elected by the full time faculty every three years. The Dean of the SON and Health Professions oversees our program and does reviews of the Dept. Chair.

Program decision making Department Chair does all.

Student selection All faculty participate in the admissions process and the Dept Chair does the final selection. Dept Chair is the primary student advisor.

Percentage taught by adjunct faculty About 15% are taught by adjunct faculty, all of whom are career physical therapists working full time outside Hunter.

PART C

Challenges to academic programming We have no shortcomings in our non-interdisciplinary program.

PART A

Mfa creative writing

PART B

Formal governance structure Peter carey exec director. Tom sleigh director. Gabriel packard associate director

Changes in the curriculum Directors

Formal program affiliation Recruitment through formal procedures. Some faculty appointed whose course are open to English Dept Ma students if mfa students don't fill all places in class

Role of programming, evaluation, and observation These faculty are subject to evaluation by English dept

Program Director Director and exec director report to dean and president. Appointments are ongoing. Administrative leader is associate director.

Program decision making Exec director and director. Classes always have full enrollment due to structure of program

Student selection Faculty choose students

Percentage taught by adjunct faculty No adjunct faculty

PART A

Thomas Hunter Honors Program

Program Overview The program's website stating its mission is:
<http://www.hunter.cuny.edu/thhp/welcome-page> .

PART B

Formal governance structure While THHP is in the process of updating its by-laws, the following is taken from the first section describing its governance structure: The Thomas Hunter Honors Program (hereafter "the Program" or "THHP") is an interdisciplinary honors program that reports to the Provost and is governed by a 12-16 member Council on Honors (hereafter COH). The Program has two officers, a Chair and a Deputy Chair, chosen from among the COH members. The Chair and all COH members are both elected by the COH and appointed by the Provost. An advisory committee, consisting of the Chair, Deputy Chair, and three COH members appointed as Academic Advisors, serves as the Executive Committee of the Program.

Changes in the curriculum For new courses, interested faculty submit a course proposal for review that is initially reviewed by the Chair, Deputy Chair, and Program Coordinator, and ultimately reviewed and approved (or not) by the full COH. At meetings of the full COH, discussions of general program curricular changes are also discussed and voted on.

Formal program affiliation All faculty in THHP come from other departments. These are faculty who are either invited by the COH or who approach the COH themselves. The COH is continually looking to recruit new faculty to join the Council, particularly with a focus on breadth of representation across disciplines at the college. Faculty teach in THHP with the approval of their department chair.

Role of programming, evaluation, and observation THHP is not involved in the personnel decisions of faculty.

Program Director The Chair of THHP is elected by the COH for a 3 year term. The COH may also vote to remove a Chair.

Program decision making The program coordinator (Sarah Jeninsky) schedules courses for the program. Due to the nature of the program (we offer only a minimal number of courses and would offer more if we had additional resources), all courses have waiting lists. See above regarding how courses and their instructors are determined.

Student selection Regarding admissions: Students in BA programs who have accumulated between 24 and 70 credits (at least 24 of which are Hunter credits, 15 Hunter credits for transfer students) with a 3.65 or better cumulative average are invited to be interviewed for the Program. These 50-minute interviews are conducted in the early fall and spring by faculty members of the Council on Honors. Students must write a short essay explaining why they want to pursue interdisciplinary studies and provide a graded writing sample from one of their Hunter courses. The program has very intensive student advising--all students are required to see an advisor at least once each semester, though many come much more frequently for course and career guidance. Advisors are selected by the Chair from among those COH members who express interest and availability to advise.

Percentage taught by adjunct faculty Most courses (90+%) are taught by full-time faculty, though, when an adjunct has relevant expertise for teaching a course, they have been appointed as well.

PART C

Challenges to academic programming The Council is currently revising its bylaws to address new changes to the governance structure, including having a new deputy chair elected each year, and prescribing specific duties and responsibilities to its executive committee, which will consist of the chair, the deputy chair, and those members of COH currently serving as advisors in the program.

Suggestions for changes The COH is currently discussing and making its desired changes to its by-laws.

PART A

Legal Studies, Political Theory, and International Relations Minors; Public Policy, Caribbean and Latin American Studies, and Human Rights Program

Program Overview See: Department of Political Science

PART B

Formal governance structure For the 3 interdisciplinary minors, governance issues are decided by the Department of Political Science. For the Human Rights and Public Policy programs, Political Science faculty sit on the governance boards.

Changes to curriculum As it relates to the minors, the sub-field faculty members make curriculum changes. Regarding the HR and PP programs, our faculty, along with faculty from other departments, make curriculum changes.

Formal program affiliation The Department of Political Science is not involved in the selection of faculty from other academic units for the HR and PP programs

Program decision making Because Public Policy is not considered a full academic program, they ask our department to schedule some of their courses. They find the faculty and we are asked to support their choices.

PART C

Challenges to academic programming No problems

PART A

Human Biology

Program Overview <http://www.hunter.cuny.edu/human-biology>

PART B

For 9 May 2018 Senate Meeting

Formal governance structure We have a Director and Faculty Committee of 5, drawn from our 5 main participating departments (Bio, Psych, Soc, Anthro, COMHE/NFS).

Changes in the curriculum Director and Faculty Committee discuss changes and submit them through the Senate.

Formal program affiliation All faculty have appointments in Departments. Our list of participating faculty is based on faculty interest and the Faculty Committee decides on inclusion.

Program Director Yes. So far there has only been one director who helped to begin the program. After the inaugural term will then be elected by the Faculty Committee. Terms are then 3 years after inaugural.

Program decision making We only schedule our Capstone course HMBIO401. The director and faculty committee decides who teaches.

PART A

SPED Dept: Learning Disabilities, Behavior Disorders, Adolescent Special Education, Severe/Multiple Disabilities, Early Childhood, Special Education, Deaf/Hard of Hearing, Gifted, Applied Behavior Analysis, Teaching Fellows, Teach For America. Curriculum and Teaching: All Teacher Cert Programs - SPED courses

Program Overview <https://hunter-soe.digication.com/spedhunter/Home/>

PART B

Formal governance structure The Dept of Special Education is one of three departments in the School of Education. There are three chairs that report to the Dean of Education. Each department has multiple programs run by program coordinators.

For 9 May 2018 Senate Meeting

Changes in the curriculum There is a dept curriculum committee that reviews proposals that are voted on by the faculty. This is then bumped up to the School of Education Curriculum committee with dept representatives who votes on the proposals.

Formal program affiliation A search committee selects and recommends faculty to the Dean, Provost, President. Teaching Commitments from faculty in other units is done in consultation with chairs & the dean. Some have joint appointments with the CUNY Graduate Center. They are primarily evaluated in their home dept.

Program Director Chair of Special Education - is elected every three years. If they are tenured, they are not reviewed. Unsure of removing/replacing.

Program decision making The chair in collaboration with the dept administrator and program faculty schedule courses. Cancellation occurs at the School of Education level by the Associate Dean

Student selection The program coordinators/faculty choose students. Advisors are assigned by program coordinators.

Percentage taught by adjunct faculty 80 percent adjuncts. Many are teachers in schools some are career adjuncts.

FTE allocation not sure

PART C

Challenges to academic programming Lack of consistency across programs. Some are run well, others are not.

Suggestions for changes Not sure where to begin. Hiring talented hardworking people is critical. Providing incentives for tenured senior faculty to continue to stay engaged is important to the culture. Having more undergraduate programs would lead to more faculty presence during normal working hours. Because we only teach in the late afternoon and nights, faculty are not around during the day. We need better physical space to hold classes and encourage faculty collaborations.

PART A

International Relations minor, Political Theory minor; and Legal Studies minor

Program Overview http://www.hunter.cuny.edu/polsci/curriculum/copy_of_minor-in-international-relations-2; <http://www.hunter.cuny.edu/polsci/curriculum/political-theory-minor>; <http://www.hunter.cuny.edu/polsci/curriculum/legal-studies-minor>

PART B

Formal Governance Structure The governance structure is not very formal; we just meet periodically with faculty from departments that contribute courses and faculty to teach.

Program Director Directors rotate among the Political Science faculty; they serve for 3 years.

Program Decision Making Chairpersons of the contributing departments to the minors

FTE Allocation FTEs are allocated according to which department offers the minor courses and students enroll in that department's courses

PART C

Challenges to academic programming None whatsoever

PART A

Geography; Environmental Studies

Program Overview www.geo.hunter.cuny.edu;

PART B

Formal governance structure The chair of the department oversees both programs. Each one (Geography and Env. Studies) has an academic adviser. Geography also has a masters adviser.

Changes in the curriculum We continually, including currently, go through processes of curriculum revision, and all faculty participate. one to three faculty generally lead the discussion for each program.

Formal program affiliation The Env. Studies is a program, and has no formal affiliation. Generally, dept of Geog. faculty participate

Program Director there is no formal director, but the chair of Geography and the adviser share the duties that might normally fall under a director

Program decision making there is no formal admissions, students have to declare their major

For 9 May 2018 Senate Meeting

Percentage taught by adjunct faculty Significant portion - around half are taught by adjuncts, probably about 30-40% by long-term adjuncts. Some of them have other careers, others mostly rely on adjunct teaching

FTE Allocation all through the department of geography

PART C

Challenges to academic programming Governance seems to work ok

Appendix C.

The sub-committee on Principles, Values and Vision drafted these two principles that guided the work of the committee.

VALUE OF INTERDISCIPLINARITY

Interdisciplinarity constitutes efforts at disciplinary innovation designed to incorporate new concepts, ideas, and methodologies for research. Its values are transforming existing disciplines, creating new knowledge, and encouraging faculty collaboration, without necessarily creating new academic units.

PRINCIPLE OF GOVERNANCE

All curricular decisions (i.e., courses and programs offered) shall be vetted and overseen by full-time, tenure-track faculty. This ensures the existence of structures for collective decision-making, which is essential for an institution's identity as a center for research and innovation.