

Resolution on Shared Governance & Budgetary Impacts on Academic Policy & Practice

Whereas, the administration has been required to make adjustments in college budget allocations to enable the college to fulfill its mission in the wake of the COVID 19 pandemic, and this involves prioritizing a variety of academic and institutional goals, and

Whereas, student success is dependent on the effectiveness of faculty, departments, and programs in carrying out their primary responsibility for academic matters¹, effectiveness that is sensitive to what is prioritized in budgetary decision-making, and

Whereas, the practice of shared governance involves “communication and decision-making, which permits each group of participants to feel that it can influence that institution as a matter of right and responsibility” (CUNY Manual of General Policy, 2.08 Governance of the University), and

Whereas, the Senate, as the legislative body of the college, has the responsibility to foster shared governance at Hunter College, thus

Resolved that the Senate affirms

- That communications and negotiations between the administration and departments and programs be timed so that the priorities of departments and programs inform budget and resource allocation deliberations before final decisions are made by the administration;
- That any accommodations in academic practices accepted by departments and programs to help meet budget shortfalls² which they believe are not in the best interests of their educational mission be implemented only provisionally, on a semesterly basis, and so renegotiated each semester, and
- That by the end of Fall 2021, the Senate UCSC and GCSARC report to the Senate on what they take to be significant budget-related academic issues that have risen since February 2020 and make any recommendations to the Senate as appropriate.

¹The CUNY Manual of General Policy (2.08, 3.2 The Faculty), states, “Subject to the Board of Trustees, the faculty is primarily responsible for academic matters, including the criteria for admission and retention of students, promulgation of rules concerning attendance, the awarding of credit and degrees, the quality of teaching, research and the guidance of students, and the general quality and advancement of the academic program of the college.” The CUNY Bylaws state that “Each college shall have a faculty or academic council, which shall be the primary body responsible for formulating policy on academic matters. The composition of a college’s faculty or academic council shall be set forth in its governance plan approved by the board of trustees” (Art. 8.6); and that “Each department, subject to the approval of the faculty or faculty council, where existent, and subject to the provisions of other sections of these bylaws, shall have control of the educational policies of the department” (Art. 9.1.a).

²Examples might include temporary changes in

- Course section enrollment caps or minimum enrollment levels,
- Grader or TA support for large lecture classes,

- Duties required for a grader or TA (e.g., to attend lecture or meet with faculty instructor),
- Number or type of course offerings (e.g. regular vs large lecture, major courses versus gen ed and service courses, day vs evening/weekend, undergrad vs graduate courses),
- Advising practices,
- Release time for advising and department or program service,
- Support of library resources.

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