

MINUTES

Meeting of the Hunter College Senate

15 April 2015

1 The 572th meeting of the Hunter College Senate was convened at 3:36 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
 6
 7 Alternate Senators were formally seated in accordance with the procedures approved by the
 8 Senate, and clickers were distributed to them.
 9
 10
 11 **Meeting Minutes:** Meeting Minutes of February 25 were approved as distributed.
 12
 13
 14 **Report by the** The Chair, Professor Christa Davis Acampora, presented the report as follows:
 15 **Administrative**
 16 **Committee:** a) **Approved Curriculum Changes**
 17 The following curriculum changes as listed in the Report dated 15 April 2015 have been
 18 approved as per Senate resolution and are submitted for the Senate's information. Items:
 19 US-1995 Biology (Change in degree program), GS-1038 Department Of Physical Therapy
 20 (New course), GS-1040 Department Of Physical Therapy (Change in courses), GR-1045
 21 Urban Public Health (Routine changes to several courses), GR-1047 Medical Laboratory
 22 Sciences (Routine changes).
 23
 24
 25 **Committee** **Report by Committee on Charter Review**
 26 **Report:**
 27 Motion to postpone the Second Reading of the First Batch until the next meeting carried without
 28 dissent.
 29
 30 Professor John Wallach, Chair of the Committee, presented the report dated 15 April 2015 for
 31 the First Reading of the Further Proposed Amendments to the Charter for a Governance of Hunter
 32 College. The report is attached as Appendix II.
 33
 34 **Report by the** **President Raab said the following:**
 35 **President:**
 36 "Hopefully in the next few weeks we will have announcements about the progress of our
 37 construction on the science and nursing building. I know there are a lot of questions and
 38 uncertainty from those working and living at Brookdale. The plan always required that the dorms
 39 would have to be closed because of plans for construction on that site. It has always been our
 40 hope to replace the dorms. We do not have any specific information at the moment, but I know
 41 the question has come up. Our goal is to continue to provide and expand housing options that are
 42 affordable for our students. We will give more information, as we have it, in the next few weeks.
 43 Provost Vita Rabinowitz and I wanted to give one last opportunity to nominate faculty for the
 44 Faculty Awards. We are about to send out an email that has information, including the date.
 45 Please look for the email. Please consider if there is anyone that you would like to nominate.
 46 Also note that people can nominate themselves. This is a wonderful opportunity to celebrate
 47 faculty and those that deserve the recognition.
 48
 49 I am very pleased to tell the Senate that we have completed the search for the Dean of Arts &
 50 Sciences. Let's congratulate Dr. Andrew Polsky.
 51

55 We are losing one of our most extraordinary members of the Hunter Community, our Provost Vita
56 Rabinowitz. We are losing her to a higher part of our family. No one could be happier for Vita
57 than I am; in fact I nominated her to this job. I truly believe that there was no other candidate to
58 be our University Provost, especially one that understands CUNY. We have been working
59 together as partners for almost 14 years. I want you to join me in congratulating her.

60 We had to rather quickly find a new Provost for Hunter College. None of this was planned and it
61 sort of revealed itself, and it was a wonderful solution. As Vita was discussing the position of
62 University Provost, we had a wonderful candidate come through the search for Dean of Arts &
63 Sciences, Dr. Lon Kaufman. I heard about this candidate from so many people. There was a lot
64 of excitement when Dr. Kaufman was interviewing here. When I interviewed him for the position
65 of Dean of Arts & Sciences, I wondered if there were other positions of leadership at Hunter that
66 he might be interested in. At the same time, he was a finalist in the search for CUNY Provost and
67 Queens College Provost. This was a candidate that was favorable across CUNY. He is someone I
68 have come to know and has made me believe that if there is anyone that can fill Vita's shoes it is
69 Dr. Kaufman. I thought it would be a good idea to ask Vita to talk about why she thinks Dr.
70 Kaufman is a good fit for this job. Vita had also recommended him to a leadership position here
71 at Hunter. She is the most intelligent about the requirements for the job. He has accepted the
72 position of Acting Provost.”

73
74 Provost Vita Rabinowitz was invited to speak. Below is a summary of what she said.

75
76 “I met Dr. Lon Kaufman for the first time as a member of the search committee for University
77 Provost. I served on that search. It was a national search at it reached at least one hundred
78 qualified candidates. Dr. Kaufman was my favorite of the candidates and he was one of the finest.
79 I am on record saying ‘he’s the one’. As we began interviewing the candidates for Dean of Arts &
80 Sciences, I was impressed again. Why was I impressed with him and why I think he’s a right for
81 Hunter? First, as you see his resume you see that he has positions of increasing responsibility at
82 the University of Illinois in Chicago, an institution much like ours and one of the most respected
83 urban public institutions in the country. He did it all: he was head of Biological Sciences, Dean
84 of the Honors College, Vice Provost for Undergraduate Studies, Vice Provost for Planning, and
85 then University Provost. University of Illinois in Chicago is itself a complex system with 50
86 different campuses for colleges, including a medical school. Dr. Kaufman oversaw a 22.2 billion
87 dollar budget. University of Illinois in Chicago was lifted during this period. The graduation rates
88 were 43% when he started and 60% when he left. He is a graduate of Queens College. He grew
89 up in the working class here in New York City. I recently read a book in which he wrote a chapter
90 on general education reform and I encourage you to read it. He is a nationally known provost. I
91 am very happy the way things worked out. I want only the best for Hunter and he’s the best. I
92 vouch for him.”

93
94 President Raab returned to the podium and said the following:

95
96 “My understanding is that Vita’s last day is on June 30 and Lon’s first day is on July 1. Lon is
97 finishing up in Chicago in the next couple of weeks. We will work out a schedule for him to visit
98 the campus.”

99
100
101 **Committee**
102 **Report:**

103 **Report by Departmental Governance Committee**

104 Professor Leonard Feldman, Chair of the Committee, presented the report dated 15 April 2015
105 with the Department of History Revised By-Laws and Department of Speech-Language Pathology
106 and Audiology new By-Laws as submitted. Department By-Laws are available on the Senate
107 website.

108 A motion to adopt the by-laws as presented carried without dissent.

109 Both by-laws were adopted.
110

114 **Report by the Ad-Hoc By-Laws Advisory Committee for the School of Arts & Sciences**

115 Prof. Thomas DeGloma, Chair of the Committee, presented the report. The report is in Appendix
116 III.

117
118
119 **Report by the Academic Freedom Committee**

120 Prof. Sarah Chin, Chair of the Committee, Presented the Mission Statement.

121
122 **FINAL DRAFT OF MISSION STATEMENT FOR THE HUNTER COLLEGE STANDING**
123 **COMMITTEE ON ACADEMIC FREEDOM**

124
125 Academic freedom extends to all members of the Hunter College community. At its core, this
126 freedom protects faculty and students to engage in open inquiry and expression without undue
127 influence from outside the College, or fear of adverse action. For departments, it comprises
128 the freedom, based on expertise in the field, to design and implement curriculum and evaluate
129 colleagues. For faculty both part-time and full-time, it consists in teaching, research, and
130 publication within their areas of expertise, writing, and governance. For students, academic
131 freedom consists in the ability to be free within the classroom, laboratory, and other College
132 spaces, to express the widest range of viewpoints in accord with the standards of scholarly
133 inquiry.

134 The charge of the Hunter College Senate Standing Committee on Academic Freedom
135 includes:

- 136 • To monitor, examine, and report annually to the Senate on the status of
- 137 academic freedom at the College;
- 138 • To make appropriate recommendations regarding academic freedom
- 139 policies and practices to the college's governance bodies and, as
- 140 appropriate, through those bodies to the University Faculty Senate;
- 141 • To investigate possible violations of academic freedom.

142
143 Structurally, investigations into academic freedom complaints neither replace nor serve as an
144 alternative to pre-existing grievance or appeals procedures, including but not limited to the
145 functions of Ombuds Officer, departmental appeals, collective bargaining, and complaints
146 handled by the Dean of Diversity and Compliance.

147
148 There was a discussion on the floor. The Committee will come back with a revised mission
149 statement.

150
151
152 Due to the late hour, it was moved that the meeting be adjourned. The motion carried and the meeting
153 adjourned at 5:06 PM.

154
155 Respectfully submitted,

156
157
158
159
160 Manu Bhagavan
161 Secretary
162

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	X	Mathematics & Statistics	Sandra Clarkson	A
	Denis Milagros	(A) A		Verna Segarra	A
	Edgardo Melendez	(A) X		Rob Thompson	(A) A
Anthropology	Jacqueline Nassy Brown	X	Medial Laboratory Sciences	Patrick Burke	(A) A
	Ignasi Clemente	(A) A		Shahana Mahajan	A
Art & Art History	Malik Gaines	X	Music	Robert Raffaniello	(A) X
	Wen-Shing Chou	A		Dean Johnston	(A) X
	Carrie Moyer	(A) X		Jewel Thompson	A
Biological Sciences	Nebahat Avcioglu	(A) X	School of Nursing	Maura Donahue	(A) X
	Derrick Brazill	X		Catherine Coppola	(A) X
	Shirley Raps	X		David Keepnews	A
	Paul Feinstein	(A) A		Christine Anne Ganzer	A
Chemistry	Maria Pereira	(A) X	Philosophy	Lorraine Brynes	(A) A
	Akira Kawamura	A		Anita Nirenberg	(A) A
Classical & Oriental Studies		0 (A)	Physics & Astronomy	Justin Gerson	X
	Gabriela Smeureanu	(A) A		Omar Dahbour	(A) A
	Joanne Spurza	X		Laura Keating	(A) A
	Chris Stone	(A) A		Marilyn Rothschild	A
Computer Science	Larry Kowerski	(A) X	Political Science	Kelle Cruz	(A) A
	Lei Xie	X		Ying-chih Chen	(A) X
	Saad Mneimneh	(A) X		Leonard Feldman	A
Curriculum & Teaching	Feliza Vasquez-Abad	(A) A	Psychology	John Wallach	(A) A
	Nadine A. Bryce	A		Charles Tien	(A) X
	Jason Wirtz	A		Joseph Lao	X
	Stephen Demeo	(A) X		Roseanne Flores	X
Economics	Ben Shuldiner	(A) X	Physical Therapy	Brooke Wells	(A) X
	Timothy Goodspeed	X		Jason Young	(A) X
Educational Foundations			Romance Languages	Herb Karpatkin	X
	Avi Liveson	(A) X		Tom Holland	(A) X
	John Li	(A) X			(A)
	Stephaney Morrison	A		Monica Schinaider	A
	Veronica Muller	(A) X		Rolando Perez	(A) X
English	John Keegan	(A) X	School of Social Work		(A)
	Leigh Jones	X		Juan Pena	A
	Sarah Chinn	X		Mary Cavanaugh	X
	Jeff Allred	(A) X			(A)
Film & Media Studies	Stephen Wetta	(A) A	Sociology	Ilze Earner	(A) X
	Bill Herman	X		Mark Halling	X
	Ricardo Miranda	A			(A)
Geography	Joseph McElhane	(A) X	Special Education	Mike Benediktsson	(A) X
	Larry Shore	(A) A		Nilofer Naqvi	X
	Haydee Salmun	X		Elissa Brown	(A) X
	Jochen Albrecht	(A) X			(A)
German		(A)	Speech-Language Pathology and Audiology	Susan Wortsman	A
	Lisa Marie Anderson	X		Don Vogel	(A) X
	Eckhard Kuhn-Osius	(A) A		Elizabeth Galletta	(A) A
History	Elke Nicolai	(A) A	Theatre	Dong Shin Chang	0 A
	Daniel Margocsy	X		Mia Rovegno	(A) X
	Manu Bhagavan	(A) X		Deepsikha Chatterjee	(A) X
Library	Rick Belsky	A	Urban Affairs	Jill Simone Gross	X
	Mee'Len Hom	X		Stanley Moses	(A) X
	Sarah Ward	A			(A)
	John Pell	(A) A	School of Urban Public Health	Franklin Mirer	A
	Danise Hoover	(A) X			(A)
			Women & Gender Studies	Jennifer Gaboury	A
				Rupal Oza	0 X
				Catherine Raissiguier	(A) A

Students

Denise Bolognino	X
Maria Pia Sifuentes	X
Robert Revzin	X
David Ascienzo	X
Stephanie Barragan	X
Abdul Rad	A
Albiona Aga	X
Kidus Gebrekidan	X
Christine Hirt	X
Jonathan Ayala	A
Ariela Hazan	X
Emily Skoutelas	X
Jasmine Parham	X
Michelle Zak-Strzalka	X
Jason Sloan	A
Sajda Waite	X
James Stanton	X
Eamon Pickard	X
Victoria Hughes	X
Shawn Rafeey	A
Andy Lall	X
Jonah Garnick	X
Benedict Josen	A
Nishat Tabassum	X
Asad Mannan	A
Roman Povolotskiy	X
Brandon Alexander	X
Pascal Maguin	X
Christopher Lai	X
Abraham Gutman	X
Tamzeed Rahman	X
Javier Picayo	X
Ashley Wong	X
Maria Rodriguez	X
Joseph Lipari	X
Stephen Icaza	A
Sheana Budhoo	X
Anastasiya Matreyenko	X
Stephany Garces	A
Christian Ribeiro	X
Genesis Smith	X
David Zysk	X
Omar Mason	A
Jonathan Wong	A
Krishel Tracy Lasam	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) X
Mathematics & Statistics	Bill Williams	A
Sociology	Thomas DeGloma	X
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
THHP	Sarah Jeninsky	A
Mathematics & Statistics	Barbara Barone	X
Classical & Oriental Studies	Elizabeth Beaujour	A
Film & Film	Gustavo Mercado	X
Economics	John Li	X
Music	Catherine Coppola	X
Philosophy	Christa Acampora	A
SEEK	Sunday Coward	X

Ex-Officio

President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Patricia Rudden	A
President, HEO Forum	Agustin Pita	A
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:

Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Giancarlo Bonagura	A
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
School of Education	Dean David Steiner	X
School of Social Work	Dean Jacqueline Mondros	X
School of Nursing	Dean Gail McCain	A

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	X
Program in Religion	David Cereguas	X
Religion	Barbara Sproul	X

APPENDIX II
Further Proposed Charter Revisions, First Reading

Article	Current	Proposed	Rationale
Representation			
III.1	<p>The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide one faculty alternate for each department, being composed of 57% faculty members, 38% students and 5% representatives of the administration, with seats reserved in the following proportions:</p> <p style="padding-left: 20px;">44% Professors, Associate Professors, Assistant Professors, and Instructors on full-time appointments.</p> <p style="padding-left: 20px;">13% Lecturers (full-time), Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, and non-faculty department member in the title series College Laboratory Technician and Higher Education Officer.</p> <p style="padding-left: 20px;">14% Full-time Undergraduate students, other than students in the SEEK Department.</p> <p style="padding-left: 20px;">11% Part-time Undergraduate students.</p> <p style="padding-left: 20px;">2% Undergraduate students – SEEK Program.</p> <p style="padding-left: 20px;">11% Graduate students.</p> <p style="padding-left: 20px;">5% Administration.</p>	<p>The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide one faculty alternate for each department, being composed of 57⁴⁵68% faculty members, 38²⁷27% students and 5% representatives of the administration, with seats reserved in the following proportions:</p> <p style="padding-left: 20px;">44⁴⁵52% Professors, Associate Professors, Assistant Professors, and Instructors on full-time appointments, <u>Distinguished Lecturers, and CCEs (At least 2 from Interdisciplinary Programs; 1 from FDA; 1 from PSC-CUNY; 1 from the SEEK Program. These Senators cannot also represent departments).</u></p> <p style="padding-left: 20px;">13³⁶6% Lecturers (full-time), Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, and non-faculty department member in the title series College Laboratory Technician (<u>at least 2</u>) and Higher Education Officer (<u>at least 4</u>).</p> <p style="padding-left: 20px;">14¹⁴4% Full-time Undergraduate students, other than students in the SEEK Department.</p> <p style="padding-left: 20px;">11¹¹1% Part-time Undergraduate students.</p> <p style="padding-left: 20px;">2²2% Undergraduate students – SEEK Program.</p> <p style="padding-left: 20px;"><u>22% Undergraduates, including no more than 4 Part-time students and at least 2 SEEK students</u></p> <p style="padding-left: 20px;">11¹¹5% Graduate students.</p> <p style="padding-left: 20px;">5% Administration.</p>	<p>The reduction of student seats reflects long-term participation patterns and trends. Since vacant and abandoned seats diminish the ability of the Senate to do its business, the change is needed to allow the body to operate at full strength. The Charter Review Committee also proposes designated seats for Interdisciplinary Programs, which might have interests distinct from the departments housing participating faculty, and organizations in the college that significantly involve the professional lives of Senate members.</p>
Committees: Article VIII, Sections 11 and 16—Delete entirely			
<p>11: The Senate shall establish a Committee on the Calendar, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), and 2 students and 2 student alternates. The Dean of Students or designee, the Director of Evening Student Services, the Registrar, and the Director of Financial Aid shall serve without vote. The Committee on the Calendar will make recommendations on the College Calendar, and, in consultation with the Faculty Personnel & Budget Committee, on the Bell Schedule. The Committee will also evaluate existing registration procedures and make recommendations regarding changes in registration procedures.</p> <p>16: The Senate shall establish an Evening Council, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take a course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex officio without vote.</p> <p><i>Rationale:</i> The Committee on the Calendar has become obsolete because of the centralized control of the academic calendar resulting from the institutionalization of CUNYfirst. The Evening Council no longer exists.</p>			

APPENDIX III

Ad-hoc Bylaws Advisory Committee – Recommendations for establishing bylaws for the School of Arts & Sciences April 15, 2015

Introduction

In response to the charge presented to this Ad-hoc Bylaws Advisory Committee by the Administrative Committee of the College Senate, and based on the resolve of the Senate from the November 19, 2014 meeting, this Ad-hoc Committee presents the following recommendations to the School of Arts & Sciences for drafting bylaws for the school.

I. Elements required by the Charter for a Governance of Hunter College

We recommend that the Bylaws Drafting Committee familiarize itself with the entire Charter for a Governance of Hunter College (hereafter “Governance Charter”), as well as any forthcoming revisions to the Governance Charter. We have identified the following sections as being of particular relevance to the work of the Bylaws Drafting Committee.

- Article II, Section 1: determines powers of the Senate
- Article IV, Sections 1.b.i and 1.b.ii: definitions of departments and divisions
- Article IV, Section 5: pertains to college wide referenda and other faculty & staff votes
- Article VIII, Section 3.D: details curriculum committees for the SAS.
- Article X: Restricts the School of Arts & Sciences (or any other group) from holding powers granted to the Senate or any Senate committee
- Article XI, Sections 1-2. Requirements pertaining to Departmental Bylaws (may be useful as a model)
- Any recent revisions to the Governance Charter that may be relevant

II. Relevant Documents pertaining to Governance in the School of Arts & Sciences

A. College documents and resources to support the School in this process:

- Hunter College Strategic Plan (2012-2020)
- Senate resolution regarding the founding of the School of Arts & Sciences (October 9, 1997) (which includes a structural map of the School)
- The School of Arts and Sciences Strategic Plan (2013-2020)
- SAS Strategic Plan Implementation Report (April 15, 2014) (Hereafter “SAS Plan”)
- Guidelines for Establishing and Revising Departmental By-laws (Senate Departmental governance Committee, May 9, 2012)

B. Any relevant documents pertaining to governance that are currently used by the School of Arts & Sciences

The Bylaws Drafting Committee should investigate and consult any and all current SAS documents and/or working procedures pertaining to SAS business, which include but are not limited to documents and procedures that pertain to,

- Professional assessment: Procedures for promotion and tenure decisions
 - General planning, especially as it pertains to establishing priority areas for new hires and the establishment of new programs (as outlined in the SAS Plan, Priorities 1.A, 3, and 4)
 - Curricular matters: Planning for interdisciplinary programs and school wide programs, such as honors and learning communities, especially as these impact curriculum development needs (as outlined in the SAS Plan, Priorities 2.B and 4)
 - Planning related to the use and improvement of facilities/space (as outlined in the SAS Plan, Priority 5)
- General questions that need to be addressed include:
- How are committees organized/populated? What are their terms? How are decisions made?
 - How does the school handle tenure and promotion procedures prior to FP&B review?
 - Who has policy-making powers in the school about school matters?

RECOMMENDATION: We recommend that the Bylaws Drafting Committee work to formalize the definition, responsibilities, powers, and procedures of SAS committees and other working groups (including formalizing the SAS Advisory Council and defining its relationship to the newly formed Council of Chairs).

C. Documents from other CUNY Schools (See Addendum A)

D. External Documents

There are a wide variety of public SAS bylaws from other schools that might be reviewed. [These include Rutgers University, University of Virginia, University of Pittsburgh, Duke University, University of Maine, Cleveland State University, Oklahoma State University, and the University of Vermont.]

We leave it to the Bylaws Drafting Committee to determine which it will ultimately consult. However, we encourage the Bylaws Drafting Committee to keep in mind that these documents, while potentially useful in some ways, reflect the concerns of schools that have different administrative structures. Most lack a Senate with as broad a range of legal authorities and responsibilities as afforded to the Hunter College Senate by the Governance Charter. The Governance Charter should therefore be the primary document of reference while drafting the SAS bylaws.

III. Consultation with Interested Parties

Representatives of this advisory committee consulted with the following parties and/or their official representatives. All concerns were reported to the committee and discussed while this committee was composing its recommendations.

- A. Arts & Sciences Advisory Committee
- B. Hunter College Senate
- C. Faculty Delegate Assembly
- D. Higher Education Officer Forum

IV. Organizational process for devising bylaws

A. We propose that the Bylaws Drafting Committee be composed according to the following representational structure:

1. The Bylaws Drafting Committee should be composed of 11 voting members, including 7 members of the full time Arts and Sciences faculty, 1 Higher Education Officer working in the SAS, 2 full-time students, and the Dean of Arts and Sciences (or the Dean's appointed representative). In addition, there should be a member of the Senate Departmental Governance Committee serving in a non-voting, ex officio capacity.
TOTAL: 11 voting members, 1 non-voting, ex officio member.

The seven faculty members of the committee must include the following (note that one person can fulfill multiple requirements):

- a. At least one faculty representative from a smaller department (of less than or equal to 12 members).
- b. At least one faculty representative from a larger department (of greater than or equal to 18 members).
- c. At least two department chairs
- d. At least one faculty representative from each of the three SAS Divisions (Social Sciences, Humanities and Arts, and Natural Sciences)
- e. At least one faculty representative from a department with a Graduate Program
- f. At least one faculty representative from a Program (non-Departmental perspective)
- g. Not more than one representative from any one department

- B. We propose the following process be adopted to facilitate the formation of a Bylaws Drafting Committee.
1. Immediately following the presentation of this report to the Senate, the Senate Nominating Committee should announce the formation of the Bylaws Drafting Committee to all Departments and Programs in the SAS and call for nominations to be forwarded. The Senate Nominating Committee should compose a Bylaws Drafting Committee in compliance with the representational requirements outlined in section IV.A.1.
 2. Of the seven faculty members, the Senate Nominating Committee should choose three from six nominations put forth by the Dean and the A&S Advisory Committee. The Senate Nominating Committee should appoint the remaining four faculty positions. The Nominating Committee will be responsible for ensuring the representational requirements outlined in section IV.A of this report are fulfilled.
 3. The HEO representative should be chosen by the Senate Nominating Committee from nominations submitted by the HEO Forum.
 4. The student representatives should be appointed by the Senate Nominating Committee.
 5. The representative of the Senate Departmental Governance Committee should be chosen by the chair of that committee, in consultation with the Senate Administrative Committee.
 6. After the Senate Nominating Committee has composed a Bylaws Drafting Committee in compliance with the representational requirements outlined above, a committee membership list should be forwarded to the Dean of Arts & Sciences for final approval upon consultation with the Advisory Council.
- C. We propose that, according to a timeline agreed upon with the Advisory Council, the Dean of Arts & Sciences convene the first meeting of the Bylaws Drafting Committee. At its first meeting, this committee should elect a chair from its membership.
- D. We propose that the Bylaws Drafting Committee's first order of business be to clearly establish a process for ratifying the SAS bylaws (see suggestions for input, deliberation, and ratification in Section V). Having a clearly defined ratification process in place will allow the committee to organize its efforts with the specific details of this process in mind.

V. Input, Deliberation, and Ratification

This Ad-hoc advisory committee feels that the formal bylaws drafting process, including final ratification, should be determined by the Bylaws Drafting Committee. However, we encourage the Bylaws Drafting Committee to keep the following in mind while conducting its business.

- A. Input & Deliberation.** The following timeline / procedural map ought to be considered. The Bylaws Drafting Committee should,
1. Make its process and timeline public.
 2. Consult with all interested parties named above, as well as representatives from all interdisciplinary programs.
 3. Produce a first draft of the SAS bylaws to be shared publicly.
 4. Circulate the first draft to all interested parties for comment.
 5. Post the first draft online with a feedback mechanism (preferably with an anonymous feedback option)
 6. Host at least three **public hearings** for members of the SAS to comment, some of which can be targeted public hearings.
 7. Send the first draft of Bylaws to all **departments** and **programs** with clear time line for specific comments and questions.
 8. Rework the draft bylaws according to comments (and in continued consultation with Senate Departmental Governance Committee)
- B. Ratification.** The SAS Bylaws must ultimately be ratified by the College Senate. We suggest that the Bylaws drafting committee consider a pre-ratification process that includes departmental votes, program votes, and a popular vote (a referendum of all SAS members, as membership comes to be defined in the Bylaws) when developing a process for ratification.

**ADDENDUM TO REPORT
Ad-hoc Bylaws Advisory Committee**

School Bylaws at Hunter and Other CUNY Colleges

I. School Bylaws at Hunter College

Given the definitions of 'department' and 'division' in Article IV.1.b of the Hunter College Charter, some schools are technically departments and so fall under Article XI of the Charter: the School of Urban Public Health, Hunter-Bellevue School of Nursing, and the Silberman School of Social Work. These schools all presently have bylaws which may be found on the Senate page

<http://www.hunter.cuny.edu/senate/resources/Departmental%20by%20laws>

Like the School of Arts and Sciences, the School of Education and the School of Health Professions are divisions, and at present have no bylaws (although all of the departments of these schools have bylaws).

II. CUNY governance plans

A list of governance plans for each CUNY college may be found at

<http://www.cuny.edu/about/administration/offices/la/governance-plans.html>

For Brooklyn, see link below.

III. Bylaws at four largest senior colleges at CUNY besides Hunter

A. Colleges, like Hunter, where college-wide bodies are the ultimate legislative or policy making bodies:

1. Brooklyn College: The Brooklyn College Governance Plan may be found at

http://www.brooklyn.cuny.edu/web/abo_policies/150309_Brooklyn_College_Governance_Plan.pdf

Different college-wide bodies have legislative authority over different issues. Principally, there is a Policy Council chaired by the President of the college and a Faculty Council, the bylaws for both may be found at

<http://www.brooklyn.cuny.edu/web/academics/faculty/facultycouncil/publications.php>

Brooklyn College has as three separate schools i) Humanities and Social Sciences; ii) Natural and Behavioral Sciences, and iii) Visual, Media, and Performing Arts. The schools do not have bylaws.

2. Queens: The governance document for Queens is the Queens College Academic Senate Charter and is found at <http://www.cuny.edu/about/administration/offices/la/governance-plans/queens.pdf>

Three of Queens' four divisions are Arts and Humanities, Math and Natural Sciences, and Social Sciences. The divisions do not have their own bylaws.

B. Colleges where ultimate legislative or policy making authority lies in the schools:

1. Baruch College: The Baruch College Governance Charter may be downloaded from

<http://www.cuny.edu/about/administration/offices/la/governance-plans.html>

For the most part, School Faculties have the rights and responsibilities that at Hunter belong to the Senate. These are specified in Article VII.

Baruch has the Weissman School of Arts and Sciences. Its bylaws may be found at

http://www.baruch.cuny.edu/wsas/faculty_resources/WSAS_Bylaws.htm

2. City College: The City College Governance Plan (June 1999) may be found at

<http://www.cuny.edu/about/policies.cfm>

Governance is split between a Faculty Senate and School Faculty Councils, including the Faculty of the College of Liberal Arts and Sciences (CLAS), which consists of a Division of Humanities and the Arts and a Division of the Sciences. CLAS has its own bylaws (available in the Hunter Senate office), but the divisions do not.

More information of the College of Liberal Arts and Sciences (CLAS) bylaws may be found in “CLAS Faculty Council Guide Book for Curricular Changes,” downloadable at <http://www.cuny.cuny.edu/academicaffairs/cnypolicies.cfm>

IV. To be noted in using these sources:

A. The two CUNY senior colleges that have school bylaws grant legislative powers to the schools, powers that at Hunter belong to the Senate. The two CUNY colleges that do not have school bylaws, like Hunter, grant legislative powers mainly to a faculty senate. No other division-type schools at Hunter have bylaws. Thus, in drafting bylaws, the School of Arts and Sciences would be breaking new ground.

B. On the independent school model at Baruch and City, bylaws for both the college and the school specify the separation of legislative authority (for example, see Article I.3 of City College Governance Charter and the section “Overall Faculty Governance Structure” in the CLAS Faculty Council Guide Book).

At Hunter, all college issues except tenure and promotion to Associate Professor fall under the purview of the Senate (see Article II, Section 1). This should be kept in mind in using the bylaws in Part III.B as models. Given the broad policy making powers of the Senate, a distinction between the powers of the Senate and the SAS will not be able to be made. All policies (outside of tenure and promotion) will ultimately have to be referred to the Senate.

Thus, it will be important to specify the policy making bodies in SAS and their relation to the Senate. Non-policy making activities would not have to come under the purview of the Senate. These may include reviewing or studying matters of concern to SAS, and making recommendations or expressing opinions about SAS matters to SAS policy making bodies.