

# MINUTES

## Meeting of the Hunter College Senate 11 September 2024

The 692<sup>nd</sup> meeting of the Hunter College Senate convened at 3:58 PM in HW 714.

**Presiding:** Sarah Chinn, Chair

**Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-person meetings, and they were enabled to vote using iClicker.

**Honoring  
the victims  
of 9/11:**

To mark the 23<sup>rd</sup> anniversary of the 9/11 terrorist attack, Chair Chinn read a poem by Martín Espada “Alabanza”. Then, the Senate took a moment of silence to honor the victims of 9/11. The poem is available in Appendix II.

**Chair’s  
Remarks:**

Chair Chinn announced that the search for Provost has begun. The Senate Office is accepting nominations for the Search Committee for Vice President of Academic Affairs and Provost until mid-October. Chair Chinn informed the body that Interim Provost Pardasani’s report on SPARC is be postponed until the next Senate meeting. Chair Chinn also announced that under new Title IX regulations, all employees with student facing jobs are now mandated reporters for Title IX. Finally, Chair Chinn informed the body that paper copies of the meeting minutes will no longer be distributed. Hard copies of the minutes are available in the Senate Office.

**Minutes:** The minutes of 21 February, 6 March, 20 March, 3 April, 17 April, 1 May, and 15 May will be available at the next Senate meeting.

**Report by  
the President:**

Chair Chinn invited President Nancy Cantor to report. The report is in Appendix III.

**Report by the  
Administrative  
Committee:**

**a) Approved Curriculum Changes**

The following curriculum changes as listed in the attached reports Part I and II dated 11 September 2024 have been approved as per Senate resolution and are submitted for the Senate’s information. Items: UR-2752 Nutrition and Public Health (Routine change in course), US-2753 Physics & Astronomy (Change in course), US-2750 Curriculum & Teaching Change in course), US-2751 Nutrition and Public Health (Change in course), GS-1611 Educational Foundations & Counseling (Change in Degree Program), GS-1612 Educational Foundations & Counseling (Change in Degree Program), GS-1613 Physics & Astronomy (Change in course), and GS-1615 Urban Policy and Planning (Change in course).

**b) Election of Committee Chairs**

The floor was open for nominations for Chair of the Budget Committee.

Professor Gina Riley (Special Education) was nominated.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion carried by voice vote without dissent and Professor Riley was re-elected.

The floor was open for nominations for Chair of Master Plan Committee.

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57 Professor Nancy Eng (Speech-Language Pathology and Audiology) was nominated.

58  
59 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
60 nominee. The motion carried by voice vote without dissent and Professor Eng was re-  
61 elected.

62  
63 The floor was open for nominations for Chair of General Education Requirements Committee.

64  
65 Professor Jeffrey Allred (English) was nominated.

66  
67 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
68 nominee. The motion carried by voice vote without dissent and Professor Allred was  
69 elected.

70  
71 The floor was open for nominations for Chair of the Charter Review Committee.

72  
73 Professor Julie Van Peteghem (Romance Languages) was nominated.

74  
75 It was moved that the Secretary be instructed to cast a single ballot in favor of the  
76 nominee. The motion carried by voice vote without dissent and Professor Van Peteghem  
77 was re-elected.

78  
79 Election of Chair for Nominating Committee is postponed until the next meeting.

80  
81 c) **Creation of Ad hoc Committee on Prior Learning and Credit Transfer**

82 Chair Chinn announced that CUNY Central instructed Hunter College to review the college  
83 policy on prior learning and credit transfer. Administrative Committee will bring a resolution  
84 creating an ad hoc committee that will work on the matter.

85  
86 **Committee**  
87 **Report:**

88 **Committee on General Education**

89 Chair Chinn invited Professor Jeffrey Allred, Chair of the Committee on General Education, to present  
90 the **Resolution to Accept the Results from the Proficiency Exam Offered by the University of**  
91 **Pennsylvania.** Questions followed.

92 **RESOLUTION TO ACCEPT THE RESULTS FROM THE PROFICIENCY EXAM OFFERED**  
93 **BY THE UNIVERSITY OF PENNSYLVANIA**

94  
95 BE IT RESOLVED that Hunter College will accept the results from the proficiency exam offered by the  
96 University of Pennsylvania.

97  
98 There was a motion to adopt the Resolution. It was seconded.  
99 The Resolution was approved by voice vote without dissent.

100  
101  
102 **Committee on the Calendar**

103 Chair Chinn invited Professor Zachary Shirkey, Chair of the Committee on the Calendar, to give a report  
104 on the Bell schedule and present the proposed revisions to the Bell Schedule. Professor Shirkey's  
105 presentation is in Appendix IV. Questions and discussion followed.

106  
107 **Senate Committee on the Calendar Bell Schedule Proposal**

108  
109 BE IT RESOLVED that Hunter College adopt the schedule as proposed by the Senate Committee on the  
110 Calendar Committee that groups time periods into 150-, 75-, and 50- minute time blocks beginning at  
111 7:00am through 9:50pm each weekday.

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Appendix 1 displays time blocks for 75-minute class periods. Appendix 2 displays time blocks for 150-minute class periods. Appendix 3 displays time blocks for 50-minute class periods. These proposed changes do not affect Saturday and Sunday course offerings, which will continue to be governed by prior Senate resolutions.

BE IT FURTHER RESOLVED that Hunter College adopt a Community Period on Friday in the 1:00pm to 2:15pm 75-minute time block. (The Community Period timeslot in Appendix 1 is binding. Appendices 2 and 3 are for illustrative purposes only).

BE IT FURTHER RESOLVED that classes offered two days a week will be paired Monday- Wednesday or Tuesday-Thursday. Classes offered three days a week will be Monday- Wednesday-Friday or Tuesday-Thursday-Friday.

BE IT FURTHER RESOLVED that there will be exceptions to the proposed time schedule, for example but not limited to, courses in the School of Education, courses at Silberman, Brookdale, & Hudson Street campuses, courses that meet for longer than 3 hours, (e.g., studios, labs, rehearsals), and courses that meet after 9:30PM Monday through Thursday.

BE IT FURTHER RESOLVED that department chairs and program directors will plan schedules, including requests for exceptions, in consultation with school Deans. If the Registrar cannot accommodate particular schedule requests, the issue will be referred to department chairs, program directors, Dean(s) and/or the Provost to resolve the conflict.

BE IT FURTHER RESOLVED that the impacts of the new schedule will be reported to the Senate within three years following implementation.

Chair Chinn limited the discussion on the Bell schedule to 30 minutes.

**New Business: Proposed CUNY By-laws changes and Letter from the FDA, Senate, and PSC leadership**

Chair Chinn invited Professor Laura Keating, Philosophy department, to provide an update on the proposed changes to CUNY By-laws and general policy changes that the CUNY Chancellor forwarded to the colleges on 8 March, 2024. Professor Keating’s presentation is in Appendix V.

**“Resolution Calling to Rescind Restrictive ‘Policy on Posting Flyers’ and Withdraw Threat to Suspend the Hunter Internationalist Club”** was brought to the floor by a student senator. The Resolution is available in Appendix VI.

There was a motion to commit the Resolution to the Administrative Committee. It was seconded. The motion was approved by hand voice.

Due to the late hour, the meeting was adjourned at 5:22 PM.

Respectfully submitted,

Sarah Jeninsky  
Secretary

APPENDIX I

The following attendance was noted from the meeting

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

| Faculty                                  |                           |                    |                              |                         |              |
|--|---------------------------|--------------------|------------------------------|-------------------------|--------------|
| AFPRL                                    | Anthony Browne            | X                  | Mathematics & Statistics     | Sandra Clarkson         | A            |
|  | Milagros Denis-Rosario    | (A) A              |                              |                         | 0            |
|  | Lázaro Lima               | (A) X              |                              |                         |              |
| Anthropology                             | Jackie Brown              | A                  |                              | Robert Thompson         | (A) X        |
|  | Stephanie Levy            | (A) A              | Medical Laboratory Sciences  | Barry Cherkas           | (A) A        |
|  | Milena Shattuck           | (A) A              |                              | Chad Euler              | A            |
|  |                           | Steven Einheber    |                              | (A) X                   |              |
| Art & Art History                        | Itam Uchenna              | X                  |                              | Muktar Mahajan          | (A) X        |
|  | Dave McKenzie             | A                  | Music                        | Michele Cabrini         | A            |
|  | Howard Singerman          | (A) X              |                              | L. Poundie Burstein     | (A) A        |
| Emily Braun                              | (A) X                     | Steven Spencer     |                              | (A) X                   |              |
| Biological Sciences                      | Ben Ortiz                 | A                  | School of Nursing            | William Samuels         | A            |
|  | Jesus Angulo              | A                  |                              |                         | 0            |
|  | Paul Feinstein            | (A) X              |                              |                         | Tara Heagele |
| Chemistry                                | Carmen Melendez           | (A) X              |                              | Deidre O'Flaherty       | (A) X        |
|  | Gabriela Smeureanu        | A                  | Philosophy                   | Omar Dahbour            | A            |
|  | Nancy Greenbaum           | (A) A              |                              | Daniel Harris           | (A) X        |
| Brian Zeglis                             | (A) X                     | Kyle Ferguson      |                              | (A) X                   |              |
| Classical & Oriental Studies             | Nadya Kobko-Litskevitch   | X                  | Physics & Astronomy          | Ying-Chih Chen          | X            |
|  | Frederick Rogals          | A                  |                              | Yuhang Ren              | (A) X        |
|  | Doron Friedman            | (A) A              |                              |                         | (A)          |
| Computer Science                         |                           |                    | Political Science            | Robert Jenkins          | A            |
|  | Sarah Ita Levitan         | X                  |                              | Charles Tien            | (A) X        |
|  | Raj Korpan                | (A) A              |                              | Michael Lee             | (A) A        |
| Curriculum & Teaching                    | Saptarshi Debroy          | X                  | Psychology                   | Darlene DeFour          | A            |
|  |                           | 0 (A)              |                              | Nesha Burghardt         | A            |
|  | Edgar Troudt              | A                  |                              | Glenn E Schafe          | (A) X        |
| Dance                                    | Stephen Demeo             | A                  | Physical Therapy             | Peter Serrano           | (A) X        |
|  | Maverick Zhang            | (A) X              |                              | Steve Kofsky            | X            |
|  | Tim Farnsworth            | X                  |                              | Chad Woodard            | (A) X        |
| Economics                                | Darvejan Jones            | A                  |                              |                         | (A)          |
|  |                           | 0 (A) 0            | Romance Languages            | Magdalena Perkowska     | X            |
|  | Tim Goodspeed             | X                  |                              | Monica Calabritto       | (A) X        |
| Michelle Liu                             | A                         | Julie Van Peteghem |                              | (A) X                   |              |
| Social Foundations & Counseling Programs | Kenneth McLaughlin        | (A) X              | School of Social Work        | Jonathan Prince         | X            |
|  | Avi Liveson               | (A) X              |                              | George Patterson        | X            |
|  |                           | X                  |                              | Marina Lalayants        | (A) X        |
| English                                  | Sarah Bonner              | (A) X              | Sociology                    | Samuel Aymer            | (A) A        |
|  | John Keegan               | (A) A              |                              | Mark Halling            | A            |
|  | Veronica Muller           | X                  |                              | Mike Benediktsson       | (A) X        |
| Film & Media Studies                     | Sarah Chinn               | A                  | Special Education            | Heba Gowayed            | (A) A        |
|  | Janet Neary               | A                  |                              | Salvador Ruiz           | A            |
|  | Mark Miller               | A                  |                              | Melissa Jackson         | (A) X        |
| Geography & Environmental Sci            | Katie Winkelstein-Duvenec | (A) X              | SLPA                         | Kristen Hodnett         | (A) A        |
|  | Kelly Anderson            | A                  |                              | Nancy Eng               | X            |
|  |                           |                    |                              | Michelle MacRoy-Higgins | (A) X        |
| German                                   | Tami Gold                 | (A) X              | Theatre                      | Stanley Chen            | (A) X        |
|  | Gustavo Mercado           | (A) X              |                              | Claudia Orenstein       | A            |
|  | William Solecki           | X                  |                              | Louisa Thompson         | X            |
| History                                  |                           | (A)                | Urban Policy and Planning    |                         | (A)          |
|  | Sun Shipeng               | (A) X              |                              | Victoria Johnson        | A            |
|  | Christina Mekonen         | A                  |                              | Lily Baum Pollans       | (A) X        |
| Library                                  | Elke Nicolai              | (A) A              | Nutrition and Public Health* |                         | (A)          |
|  |                           | 0 (A)              |                              | Susan Cardenas          | X            |
|  | D'Weston Haywood          | X                  |                              | Khursheed Navder        | (A) X        |
| Women & Gender Studies                   | Manu Bhagavan             | (A) X              |                              | Steven Trasino          | (A) X        |
|  | Mary Roldan               | X                  |                              | Christopher Mitchell    | A            |
|  | Iris Finkel               | A                  |                              | Priscilla Yamin         | (A) A        |
|  | Ajatshatru Pathak         | A                  |                              | Rupal Oza               | (A) X        |
|  | Dorian Onifer             | (A) A              |                              |                         |              |

**Students**

|                              |   |
|------------------------------|---|
| Daniel Cronin                | A |
| Ariadna Pavlidis-Sanchez     | A |
| Olivia Massey                | X |
| Lorraine Santana             | E |
| Ermina Chowdhury             | X |
| Nishat Raihana               | A |
| Viet Thanh Phan              | A |
| Veronica Witkowski           | A |
| Juan Sebastian Barahona      | X |
| Izadora Lima Soares Prereira | X |
| Aliyah Harrison              | X |
| Susana Sanchez               | X |
| Rachel Weng                  | A |
| Ezra Hubbard                 | A |
| Iman Meawad                  | X |
| Hafsa Naseer                 | A |
| Roseline Olumuyide           | X |
| Tyler Etienne                | A |
| Priscilla Jimenez            | A |
| Alexander Pappas             | X |

**At-Large, Lecturers and Part-Time Faculty**

|                     |                       |       |
|---------------------|-----------------------|-------|
| Student Services    | Burhan Siddiqui       | A     |
|                     | Luis Roldan           | (A) X |
| Library             | Jocelyn Berger-Barera | E     |
| English             | Donna Paparella       | X     |
| Psychology          | Stefan Schlussman     | A     |
| Social Work         | James Mandiberg       | X     |
| Medical Lab Science | Hongxing Li           | X     |
| Religion            | Wendy Raver           | A     |
| Political Science   | Ines Miyares          | A     |
| English             | Priscilla Yamir       | A     |
| Special Education   | Gina Riley            | A     |
| Registrar           | Jennifer Dennington   | A     |
| THHP                | Sarah Jeninsky        | A     |
| Art & Art History   | Peter Dudek           | X     |

**Ex-Officio**

|                              |                         |   |
|------------------------------|-------------------------|---|
| President, USG               | Bushir Juwara           | X |
| Vice President, GSA          |                         | 0 |
| President Alumni Association | Elizabeth Wilson-Anstey | X |
| President, HEO Forum         | Denise Lucena-Jerez     | X |
| President, CLT Council       | Amy Jeu                 | A |

**ADMINISTRATION**

**Senators:**

|  |                    |   |
|--|--------------------|---|
| HEO/CLA Representative                   | Irina Ostrozhyuk   | A |
| Vice President for Student Affairs       | Eija Ayravainen    | A |
| Provost                                  | Manoj Pardasani    | A |
| Interim Dean, School of Arts & Sciences  | Erica Chito Childs | A |
| Dean of Education                        | Julie Gorlewski    | A |
| Alternate Senators (3):                  |                    |   |
| Dean of Social Work                      | Mary Cavanaugh     | X |
| Assistant Vice President for Student Aff | Joseph Fantozzi    | A |
| Dean of Nursing                          | Ann Marie Mauro    | X |

## APPENDIX II

### Alabanza by Martín Espada

Alabanza. Praise the cook with a shaven head  
and a tattoo on his shoulder that said Oye,  
a blue-eyed Puerto Rican with people from Fajardo,  
the harbor of pirates centuries ago.  
Praise the lighthouse in Fajardo, candle  
glimmering white to worship the dark saint of the sea.  
Alabanza. Praise the cook's yellow Pirates cap  
worn in the name of Roberto Clemente, his plane  
that flamed into the ocean loaded with cans for Nicaragua,  
for all the mouths chewing the ash of earthquakes.  
Alabanza. Praise the kitchen radio, dial clicked  
even before the dial on the oven, so that music and Spanish  
rose before bread. Praise the bread. Alabanza.

Praise Manhattan from a hundred and seven flights up,  
like Atlantis glimpsed through the windows of an ancient aquarium.  
Praise the great windows where immigrants from the kitchen  
could squint and almost see their world, hear the chant of nations:  
Ecuador, México, Republica Dominicana,  
Haiti, Yemen, Ghana, Bangladesh.  
Alabanza. Praise the kitchen in the morning,  
where the gas burned blue on every stove  
and exhaust fans fired their diminutive propellers,  
hands cracked eggs with quick thumbs  
or sliced open cartons to build an altar of cans.  
Alabanza. Praise the busboy's music, the chime-chime  
of his dishes and silverware in the tub.

Alabanza. Praise the dish-dog, the dishwasher  
who worked that morning because another dishwasher  
could not stop coughing, or because he needed overtime  
to pile the sacks of rice and beans for a family  
floating away on some Caribbean island plagued by frogs.  
Alabanza. Praise the waitress who heard the radio in the kitchen  
and sang to herself about a man gone. Alabanza.

After the thunder wilder than thunder,  
after the shudder deep in the glass of the great windows,  
after the radio stopped singing like a tree full of terrified frogs,  
after night burst the dam of day and flooded the kitchen,  
for a time the stoves glowed in darkness like the lighthouse in Fajardo,  
like a cook's soul. Soul I say, even if the dead cannot tell us  
about the bristles of God's beard because God has no face,  
soul I say, to name the smoke-beings flung in constellations  
across the night sky of this city and cities to come.  
Alabanza I say, even if God has no face.

Alabanza. When the war began, from Manhattan and Kabul  
two constellations of smoke rose and drifted to each other,  
mingling in icy air, and one said with an Afghan tongue:  
Teach me to dance. We have no music here.  
And the other said with a Spanish tongue:  
I will teach you. Music is all we have.

**APPENDIX III**

“It is really wonderful to be here at Hunter and in New York City. It feels like a homecoming to me. Some of you may have heard me say this before: that I grew up in New York City, took the subway to school every day and imbibed the extraordinary diversity of this city that is so beautifully represented here at Hunter. This just makes me feel wonderful. My family has a lot of connections to Hunter. My mom graduated from Hunter, my dad from City College, my cousin from Hunter Nursing, my sister-in-law as an artist from the MFA Program. In that sense, my family is a microcosm of the breadth of Hunter’s disciplinary and interpersonal reach and its ability to set people on a road to opportunity. So, I really appreciate this place.

“I am especially delighted to be here with you, and particularly for the opportunity to listen and to learn from and with you right from the start of my journey at Hunter, as I know you embody the strength of shared governance that is at the very heart of this community. I so want to take an active part in that collaborative enterprise. I have been saying to all that will listen since I got here in mid-August that I very much want to create an expectation of open lines of communication with all members of the Hunter community. And the Senate is absolutely central to that process both in our regular meetings, but also in whatever informal ways you all want to additionally communicate with me and with our whole team. Feel free to come by the office, email me, stop me on the escalators, if they are working, whatever works.

“Speaking of shared governance and open lines of communication: one of the most important upcoming opportunities for us to instantiate that ethos of collaboration is as we embark in the coming months on a strategic planning process, one that will be as inclusive of voices of faculty, staff, students and community partners as we can manage, including a listening tour, focused conversations, visioning exercises, working groups, and truly adhering all of our visions of Hunter’s future. Not only will these listening sessions move across the schools and geographies at Hunter and engage the different organized groups like the Senate, FP&B, FDA, student government clubs, departments, schools, and centers, but I hope they will also importantly cover the footprint of our city and engage community groups with whom we already engage and those with whom we might begin new relationships.

“As we move across our schools and city, I hope we will keep in mind a question that I think is central to Hunter's value proposition, and that is how to maximize our impact as a public good--as an institution that not only educates the full, diverse next generation of talent and equally fulsome faculty and staff, but one that opens ourselves to collaborating outside our campus with all kinds of partners as we collectively focus on pressing issues of our city, be it the impact of climate change, disparities in physical and mental health, a divided and divisive social and civic landscape, gaps in educational access, affordability and success, and so much more, all of which can draw directly on our varied expertise from STEM to humanities and arts, education to nursing and social work, and all of the interdisciplinary spaces we pursue. As importantly, all of this must be addressed with a fulsome community of experts, with and without pedigree as my colleague, Peter Englot, and I like to say, reminding ourselves of the substantial value of lived experience in tackling these challenges with which we live day to day in ways that will resonate beyond our homes.

“One cross-current to all our work ahead is the pressing need to find ways to talk across lines of difference that have seared and stretched not only our Hunter community, but so many of our home communities in the wake of global conflict that persists and so closely impacts so many right here. As a social psychologist, I want to acknowledge right from the start that healing in the face of pervasive feelings of disrespect and exclusion felt across and between groups is so very hard, yet we must nonetheless try, at least as a start, by recognizing others’ hurt even as we face our own. That recognition, it seems to me, is a necessary precursor to being able to engage in respectful dialogue going forward, and that acknowledgement will need to include a fulsome openness to criticism. But, we will all make repeated mistakes in this process, and we need to remain humble as we go. Thankfully, I do get the sense that our Hunter community is ready to give it a try. I have been meeting with student groups, meeting with folks, and people seem ready. In particular, I am genuinely buoyed by the Senate's creation of the Ad-hoc Committee to Foster Dialogue about Israel-Palestine Conflict. I hope to be able to learn from and with your ad-hoc committee as we make our collective way in the coming months.

“Speaking of the coming months. Let me turn very quickly, because I know your agenda is full, to some of the major tasks and projects on our collective plates about which our team will be updating the Senate in more detail as we go forward. Therefore, I am just going to touch on a few that I am learning about, and then will elaborate on later and follow up with you all.

“So, let’s start with key points from the team from Academic Affairs. Again, they will give you more in depth over time at other meetings. First, Hunter College, as many of you know, will transition from Blackboard to Brightspace starting on January 2<sup>nd</sup>, 2025. Niki can tell you, and will I think, in detail that there is lots of mentoring that is going to be done, lots of faculty and student ambassadors offering training. There will be a lot on the website “Brightspace Hunter College”. We will circulate through that page. So, that is one really important piece.

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“LinkedIn Learning: this is a huge asset launching in the Fall of 2024 right now. The Hunter Works micro-learning initiative with direct support from ICIT will provide all Hunter College students, faculty and staff with free, unlimited access to over 22,000 online learning modules on the LinkedIn Learning platform. That is really pretty impressive.

“We have wonderful new Deans sitting right there: Erica Chito-Childs, as you know, Acting Dean of Arts and Sciences, and Julie Gorlewski from our wonderful School of Education; two fantastic deans joining the crew. As of October 1<sup>st</sup>, we will have a new Chief Librarian, Colleen Major who is coming to us from her position at the New York Public Library. While I say this, I want to really thank both Education Dean Jenny Tuten and Chief Librarian John Pell for all that they have done in their leadership. Meanwhile, we are thrilled to welcome 22 new faculty this Fall spread across Arts and Sciences, Education, the Libraries and Nursing. This means we are slowly getting back toward bringing full-time faculty staffing back to pre-pandemic levels. Obviously, it will take a while.

“Let me talk about enrollment. Our wonderful Student Affairs folks will elaborate on all of this over time, but our total Fall 2024 enrollment is 22,590. It is pretty good: 17,106 undergraduates, and 5,484 graduate students. We actually had a wonderful convocation just about an hour ago, or not even that, and it was so fabulous to look at all the faces of our new undergraduate students. It was so very exciting. Admissions has been doing a phenomenal job. They really want you all to know that the faculty have really stepped up in that admissions process, and that will happen even more going forward for the Fall of 2025 class.

“Financial aid has been working like crazy. We all know that the “Feds”, pardon my language, screwed up the FAFSA rollout. So, [our Financial Aid team members] have been doing workshops to really overcome that, and those continue. There is a great new renovation done in the Financial Aid space. I am told that within the first three days of classes over 700 students visited the office, and the wait time averaged only six and a half minutes.

“Now onto Facilities. Gustavo will martyr himself and give you lots of information over time. But I do want to speak very briefly about Brookdale, both program-wise and about dorms. So, all the programs at Brookdale are still scheduled to be relocated to temporary swing space by the end of Summer 2025: Medical Lab Science, Physical Therapy, and Biochemistry teaching labs to 68th Street here and Nursing to 63 Madison. We have worked out the facilities leasing with Baruch, so that is all finally worked out. Speech Language Pathology and Audiology will be moving to CUNY Graduate Center. I met with the President there, and that is all worked out. So, those are on the way. In terms of dorms, we are losing the Brookdale dorm after Spring 2025. That is 648 beds. CUNY has secured 648 additional beds at the 51<sup>st</sup> Street facility for Fall 2025. We are asking for as many of those as we can get, in addition to the beds we already have at 51<sup>st</sup> Street and at 79th Street. I should say that a number of the additional beds at 51<sup>st</sup> Street will be at prices close to the pricing currently offered at Brookdale; not quite there, but close.

“SPARC: the design for Hunter spaces in SPARC has commenced including all the current Brookdale programs, plus Nutrition and Public Health. As far as we know, the plan is still on schedule for construction to be completed in 2031.

“There are a whole lot of other renovation projects that have been done \$4.6 million worth this past fiscal year and more on the table. We had a long meeting about many of them. They will include things like elevators and escalators and HVAC and those critical things that can disrupt.

“I do want to give a big shout out to ICIT. They have been doing so many initiatives, more than 250 classrooms transited to smart classrooms. You all know about the ID credentials via smartphone. They have been offering to the library daily and semester-long loans of laptops, MacBooks and iPads. They figured out a field placement software system for both Social Work and Nursing. So, those are really good.

“Livia will update the Senate Budget Committee on the budget. Michelle from HR wanted to make sure you knew that the benefits fair is on September 18<sup>th</sup>. Please all go. Open enrollment for health benefits begins November 1<sup>st</sup>. So, that is a very quick scan of what is on the table, but more to come. Thank you.”

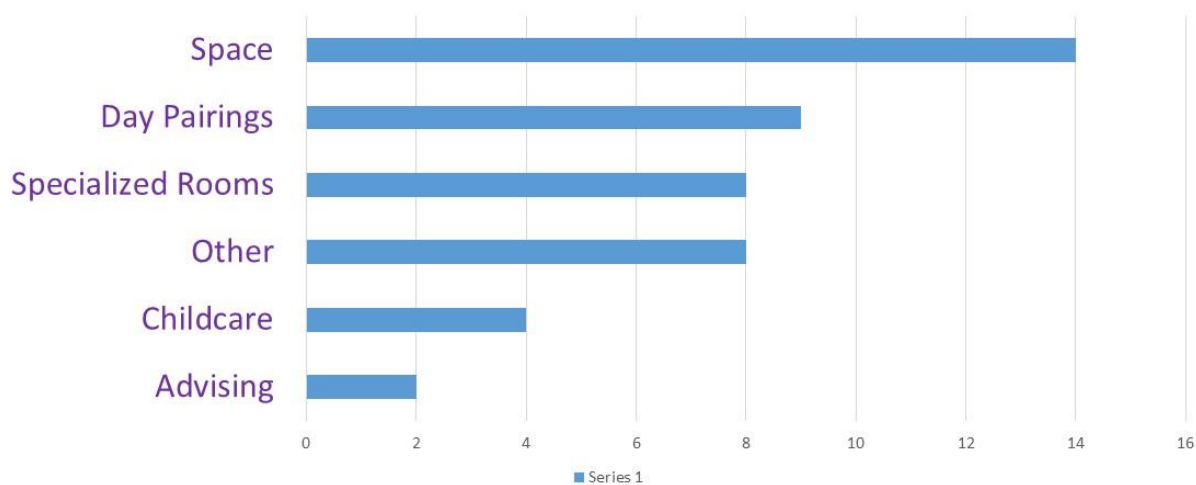


APPENDIX IV

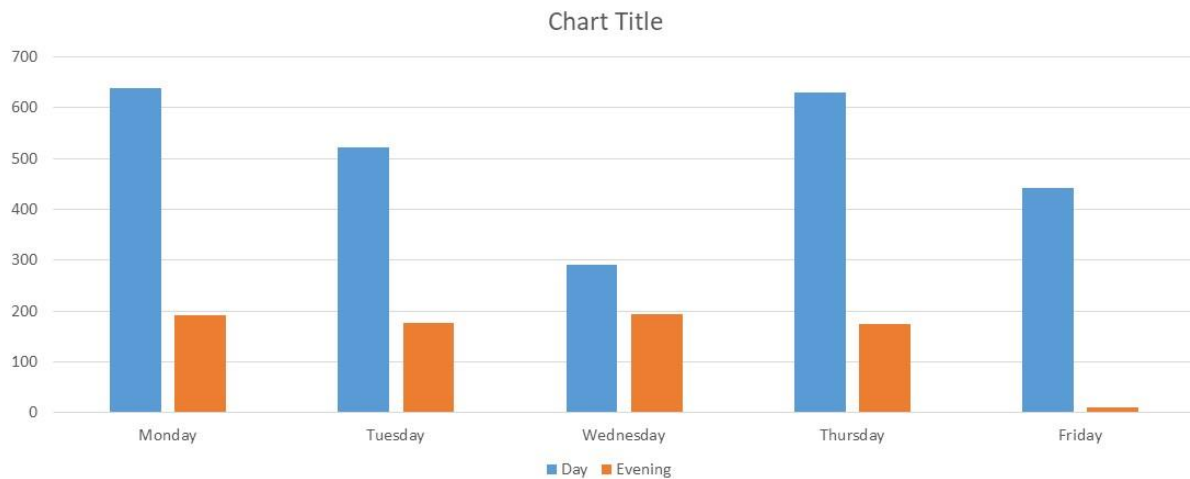
# Senate Committee on the Calendar

## Findings on the Hunter Bell Schedule And Proposal for Revisions

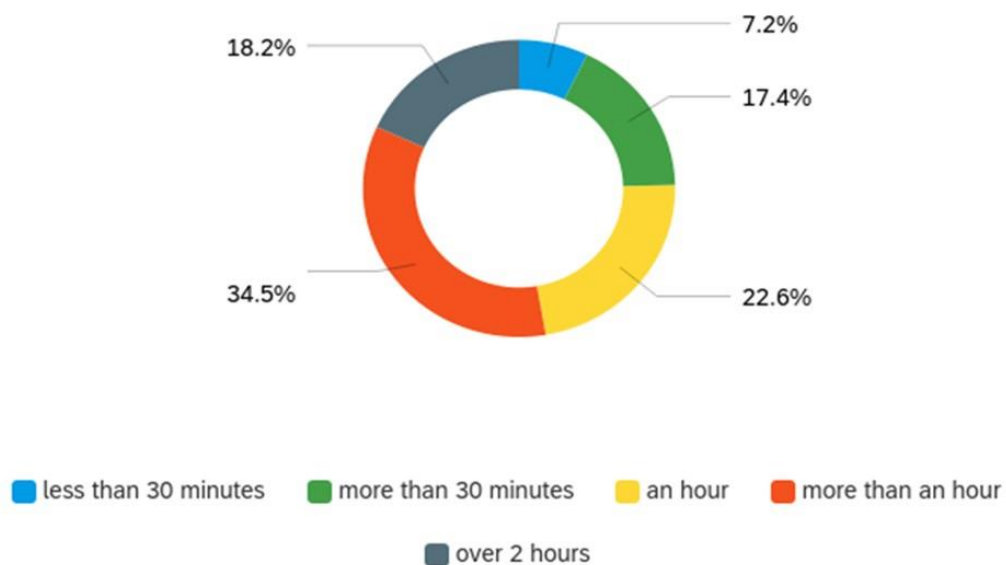
### Scheduling Obstacles (Chairs' Survey)



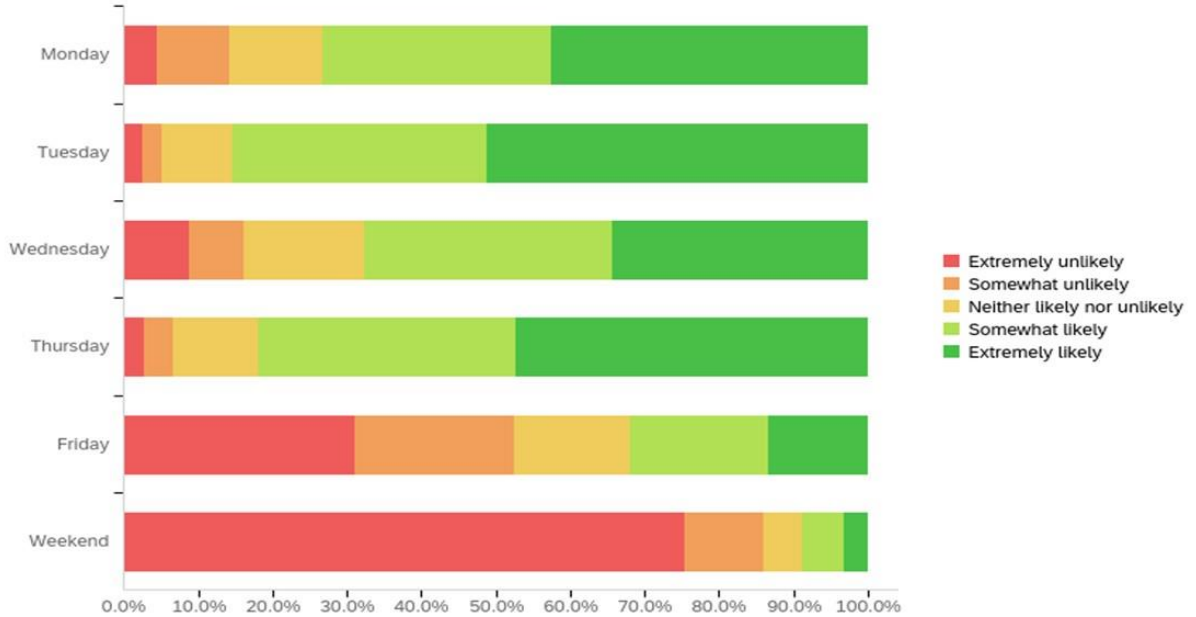
## Day / Evening Room Usage Spring 2024



## How long is your commute to and from Hunter College? (Students' Survey)



### What days would you prefer to take classes? (Students' Survey)



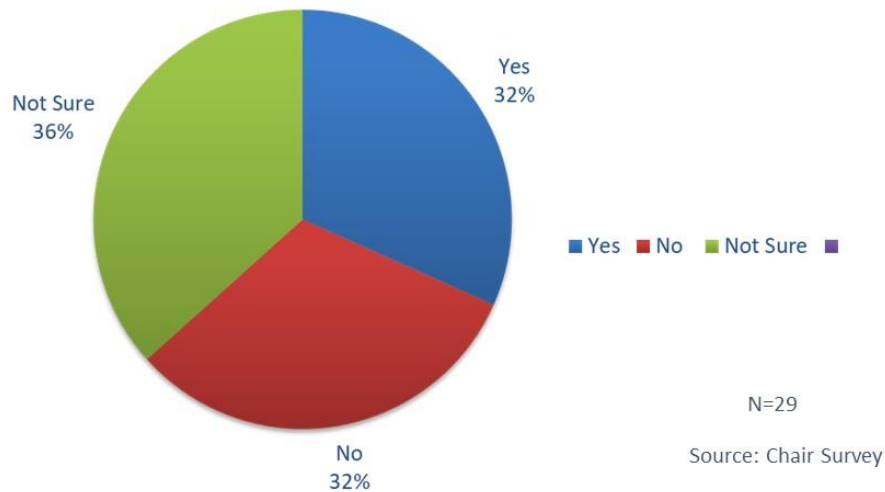
### Day Pairings Preference (Students' Survey)

WOULD YOU TAKE EVENING CLASSES IF IT WERE THE SAME AS THE PAIRINGS AS DAY CLASSES?

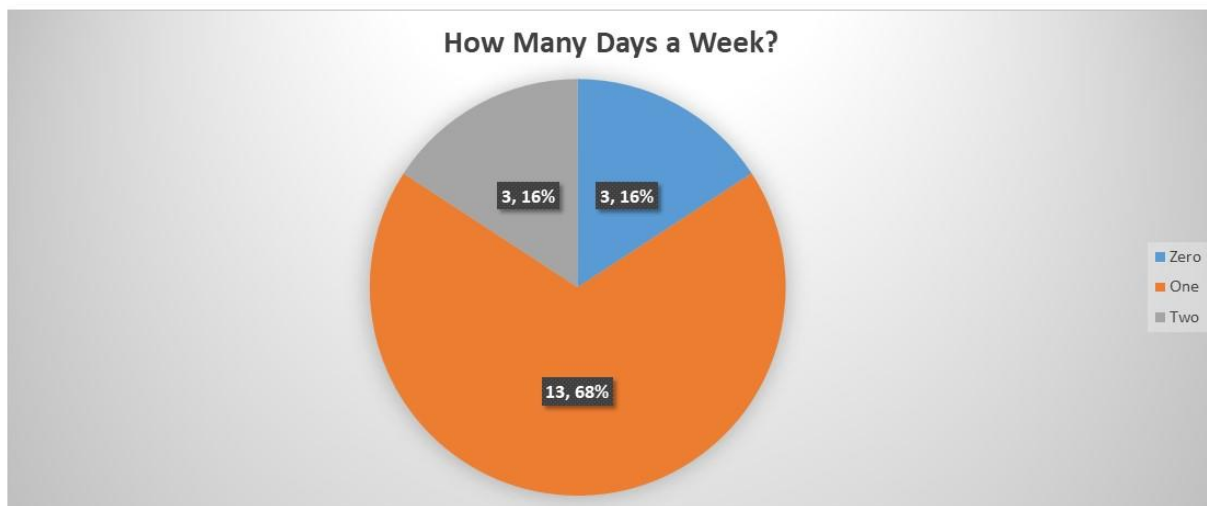


## Day Pairing Preference (Chairs' Survey)

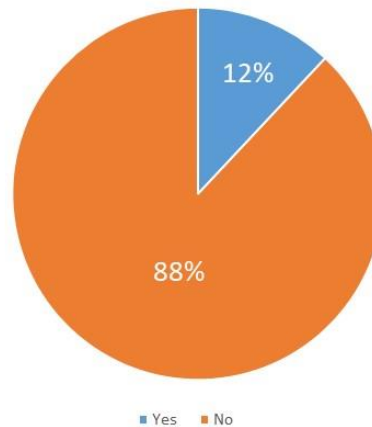
If possible would you want day and evening class pairings to be the same?



## How Often Should Community Hours Be Held? (Chairs' Survey)



## Do You Use Community Hours to Either Meet with Faculty or for Extracurricular Activities? (Students' Survey)



**Hunter College Senate  
11 September 2024  
Senate Committee on the Calendar Bell Schedule Proposal**

**RATIONALE:** The Revisions to the Bell Schedule, passed by the Hunter College Senate on 9 December 2020 and implemented beginning with the Fall 2021 semester, require that "the impacts of the new schedule will be reported to the Senate within three years following implementation." Therefore, the Senate Committee on the Calendar has collected information on the effects of those revisions including through a survey of Hunter College students, a survey of department chairs and program directors, and data on room usage supplied by the Registrar.

In light of this information, and to better align the schedule with student, faculty and staffing needs, as well as better use the limited available instructional space at Hunter College, the Committee has voted to propose the following revisions to the Bell Schedule:

BE IT RESOLVED that Hunter College adopt the schedule as proposed by the Senate Committee on the Calendar Committee that groups time periods into 150-, 75-, and 50- minute time blocks beginning at 7:00am through 9:50pm each weekday.

Appendix 1 displays time blocks for 75-minute class periods. Appendix 2 displays time blocks for 150-minute class periods. Appendix 3 displays time blocks for 50-minute class periods. These proposed changes do not affect Saturday and Sunday course offerings, which will continue to be governed by prior Senate resolutions.

BE IT FURTHER RESOLVED that Hunter College adopt a Community Period on Friday in the 1:00pm to 2:15pm 75-minute time block. (The Community Period timeslot in Appendix 1 is binding. Appendices 2 and 3 are for illustrative purposes only).

BE IT FURTHER RESOLVED that classes offered two days a week will be paired Monday- Wednesday or Tuesday-Thursday. Classes offered three days a week will be Monday- Wednesday-Friday or Tuesday-Thursday-Friday.

BE IT FURTHER RESOLVED that there will be exceptions to the proposed time schedule, for example but not limited to, courses in the School of Education, courses at Silberman, Brookdale, & Hudson Street campuses, courses that meet for longer than 3 hours, (e.g., studios, labs, rehearsals), and courses that meet after 9:30PM Monday through Thursday.

BE IT FURTHER RESOLVED that department chairs and program directors will plan schedules, including requests for exceptions, in consultation with school Deans. If the Registrar cannot accommodate particular schedule requests, the issue will be referred to department chairs, program directors, Dean(s) and/or the Provost to resolve the conflict.

BE IT FURTHER RESOLVED that the impacts of the new schedule will be reported to the Senate within three years following implementation.

## MW and TuTh Pairings: 75-Minute Courses

| Monday            | Tuesday           | Wednesday         | Thursday          | Friday            |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| 7:00am - 8:15am   | 7:00am - 8:15am   | 7:00am - 8:15am   | 7:00am - 8:15am   | 7:00am - 8:15am   |
| 8:30am - 9:45am   | 8:30am - 9:45am   | 8:30am - 9:45am   | 8:30am - 9:45am   | 8:30am - 9:45am   |
| 10:00am - 11:15am | 10:00am - 11:15am | 10:00am - 11:15am | 10:00am - 11:15am | 10:00am - 11:15am |
| 11:30am - 12:45pm | 11:30am - 12:45pm | 11:30am - 12:45pm | 11:30am - 12:45pm | 11:30am - 12:45pm |
| 1:00pm - 2:15pm   | 1:00pm - 2:15pm   | 1:00pm - 2:15pm   | 1:00pm - 2:15pm   | Community Period  |
| 2:30pm - 3:45pm   | 2:30pm - 3:45pm   | 2:30pm - 3:45pm   | 2:30pm - 3:45pm   | 2:30pm - 3:45pm   |
| 4:00pm - 5:15pm   | 4:00pm - 5:15pm   | 4:00pm - 5:15pm   | 4:00pm - 5:15pm   | 4:00pm - 5:15pm   |
| 5:30pm - 6:45pm   | 5:30pm - 6:45pm   | 5:30pm - 6:45pm   | 5:30pm - 6:45pm   | 5:30pm - 6:45pm   |
| 7:00pm - 8:15pm   | 7:00pm - 8:15pm   | 7:00pm - 8:15pm   | 7:00pm - 8:15pm   | 7:00pm - 8:15pm   |
| 8:30pm - 9:45pm   | 8:30pm - 9:45pm   | 8:30pm - 9:45pm   | 8:30pm - 9:45pm   | 8:30pm - 9:45pm   |

## MW and TuTh Pairings: 150-Minute Courses

| Monday                                   | Tuesday                                  | Wednesday                                | Thursday                                 | Friday                                      |
|--|--|--|--|---|
| 8:30am - 11:15am                         | 8:30am - 11:15am                         | 8:30am - 11:15am                         | 8:30am - 11:15am                         | 8:30am - 11:15am<br>or<br>10:00am - 12:45pm |
| 11:30am - 2:15pm                         | 11:30am - 2:15pm                         | 11:30am - 2:15pm                         | 11:30am - 2:15pm                         | Community Period                            |
| 2:30pm - 5:15pm                          | 2:30pm - 5:15pm                          | 2:30pm - 5:15pm                          | 2:30pm - 5:15pm                          | 2:30pm - 5:15pm                             |
| 5:30pm - 8:15pm<br>or<br>7:00pm - 9:50pm | 5:30pm - 8:15pm<br>or<br>7:00pm - 9:50pm | 5:30pm - 8:15pm<br>or<br>7:00pm - 9:50pm | 5:30pm - 8:15pm<br>or<br>7:00pm - 9:50pm | 5:30pm - 8:15pm                             |



## MW and TuTh Pairings: 50-Minute Courses

| Monday            | Tuesday           | Wednesday         | Thursday          | Friday            |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| 7:00am - 7:50am   | 7:00am - 7:50am   | 7:00am - 7:50am   | 7:00am - 7:50am   | 7:00am - 7:50am   |
| 8:00am - 8:50am   | 8:00am - 8:50am   | 8:00am - 8:50am   | 8:00am - 8:50am   | 8:00am - 8:50am   |
| 9:00am - 9:50am   | 9:00am - 9:50am   | 9:00am - 9:50am   | 9:00am - 9:50am   | 9:00am - 9:50am   |
| 10:00am - 10:50am | 10:00am - 10:50am | 10:00am - 10:50am | 10:00am - 10:50am | 10:00am - 10:50am |
| 11:00am - 11:50am | 11:00am - 11:50am | 11:00am - 11:50am | 11:00am - 11:50am | 11:00am - 11:50am |
| 12:00pm - 12:50pm | 12:00pm - 12:50pm | 12:00pm - 12:50pm | 12:00pm - 12:50pm | 12:00pm - 12:50pm |
| 1:00pm - 1:50pm   | 1:00pm - 1:50pm   | 1:00pm - 1:50pm   | 1:00pm - 1:50pm   | Community Period  |
| 2:00pm - 2:50pm   | 2:00pm - 2:50pm   | 2:00pm - 2:50pm   | 2:00pm - 2:50pm   | Community Period  |
| 3:00pm - 3:50pm   | 3:00pm - 3:50pm   | 3:00pm - 3:50pm   | 3:00pm - 3:50pm   | 3:00pm - 3:50pm   |
| 4:00pm - 4:50pm   | 4:00pm - 4:50pm   | 4:00pm - 4:50pm   | 4:00pm - 4:50pm   | 4:00pm - 4:50pm   |
| 5:00pm - 5:50pm   | 5:00pm - 5:50pm   | 5:00pm - 5:50pm   | 5:00pm - 5:50pm   | 5:00pm - 5:50pm   |
| 6:00pm - 6:50pm   | 6:00pm - 6:50pm   | 6:00pm - 6:50pm   | 6:00pm - 6:50pm   | 6:00pm - 6:50pm   |
| 7:00pm - 7:50pm   | 7:00pm - 7:50pm   | 7:00pm - 7:50pm   | 7:00pm - 7:50pm   | 7:00pm - 7:50pm   |
| 8:00pm - 8:50pm   | 8:00pm - 8:50pm   | 8:00pm - 8:50pm   | 8:00pm - 8:50pm   | 8:00pm - 8:50pm   |
| 9:00pm - 9:50pm   | 9:00pm - 9:50pm   | 9:00pm - 9:50pm   | 9:00pm - 9:50pm   | 9:00pm - 9:50pm   |

**APPENDIX V**





**Office of the Hunter College Senate**

**Telephone (212) 772-4200**

**Facsimile (212) 772-4206**

CUNY Board of Trustees Chair William Thompson  
CUNY Chancellor Félix Matos Rodríguez  
The City University of New York  
205 East 42nd Street  
New York, NY 10017

August 16, 2024

Dear BoT President Thompson and Chancellor Matos Rodríguez,

We represent faculty leadership at Hunter College: the Chair of the Hunter College Senate, the President of the Hunter Faculty Delegate Assembly, the Chairs of the Council of Chairs of the School of Arts and Sciences, the Chapter Chair of the Hunter chapter of the Professional Staff Congress, and the Adjunct Liaison of the Hunter Chapter of the PSC. We are writing to express our dismay at the proposed changes to the CUNY Bylaws and Manual of General Policy as laid out in the February 29th memo from Executive Vice Chancellor Wendy Hensel. While other constituencies at Hunter have contacted you to describe how these changes would affect their functioning, especially the role of department chairs, our concerns are more holistic, dealing with shared governance more generally, particularly the relationships between faculty and college administrators and between college presidents and the entire college community.

Our primary objections to these changes concern the transferring of many of the roles of faculty, department chairs, and departmental Personnel and Budget Committees to upper administration, as well as the centralization of scheduling and curriculum and the redefinition of the role and responsibilities of a college president. These changes will radically alter the model of shared governance that is at the core of academic institutions in general and CUNY campuses in particular. Ultimately, the CUNY that these proposed changes propagate would be unrecognizable to us, locating many of the powers and responsibilities that are currently housed within departments into administrative offices.

A significant problem with these revisions is how unnecessary some of them are. For example, in the proposed changes of section 9.3.3 of the Bylaws, dealing with the duties of the department chair in scheduling classes, the revisions assign to the chair the responsibility to “[a]ssign courses scheduled each semester of instructional staff members of the department based on student need and demand, college or system guidelines, disciplinary expertise, faculty equity, and regular course rotation according to degree maps.” It is not clear to us what other considerations chairs would take into account while scheduling faculty programs or how departments could fill classes that were not organized around student need/demand. Faculty have significantly more expertise in their subjects, and department chairs, advisors, and administrative staff have acquired understanding of student scheduling needs through experience. They do not need to be told by the CUNY bylaws what their priorities are in scheduling courses.

Second, core processes of academic and curricular life are the purview of the faculty and their elected officers, whether in a department, a school, a union chapter, or a college overall. The proposed provisions that outline the role of Academic Deans redefine deans not as advocates for

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departments, liaisons between faculty and the upper administration, and budgetary stewards of their schools but rather as supervisors with “oversight” over the crucial faculty-driven processes of curriculum, hiring, and faculty evaluation.

A third issue is the vagueness of the terminology used. For example, in the proposed changes of section 11.6 dealing with the duties of academic deans, the revised document uses phrases like “student-centered scheduling,” “overall excellence,” and “shared vision” with no definition as to what they might mean. If “student-centered scheduling” means scheduling that takes into account students’ curricular needs as well as intellectual and disciplinary development within a major program, it is hard to imagine how a dean would be able to execute that for every student in every single department within their portfolio (Hunter’s School of Arts and Sciences, for example, has more than thirty majors, ranging from Human Rights to Computer Science, from English to Accounting, and serving thousands of undergraduate and graduate students). Similarly, “overall excellence” is so broad as to be virtually meaningless and depends upon the collaboration of a variety of entities: advising for students on the college and departmental levels, teaching and learning centers that support pedagogical development, and funding and time for faculty to produce high-quality scholarship and creative projects, not to mention an atmosphere that fosters intellectual and personal development for students, faculty, and staff.

These revised documents represent a combination of administrative overreach, the nugatory importation of management-speak into academia, and a deprecation of the difficult, crucial, and dedicated work that faculty, chairs, and P&Bs do every day for our students and our colleagues. Most nefarious, though, is how the vision promulgated by these drafts seeks to reshape an academic sphere into a corporate image: one in which hierarchy replaces shared governance and a culture of meaningful consultation; in which department chairs are functionaries, deans are technocrats, and college presidents are CEOs; in which students are tuition-producing consumers, shunted through their education rather than nurtured, encouraged, and challenged; and in which full-time faculty are not respected for their deep subject-matter, institutional, and pedagogical wisdom and expertise, while adjunct faculty are denigrated to the status of mere temp gig workers.

It might be easy to dismiss our objections and the objections of other colleges throughout CUNY as the complaints of those who refuse to acknowledge how higher education has changed in the twenty-first century (or, less charitably, quibbles over turf and a self-aggrandizing adherence to the belief that higher education is a unique environment). But CUNY has an awesome responsibility towards its students and its faculty, one that we take extremely seriously. We are charged (in the context of shrinking resources) to raise up the people of New York in both the intellectual and material realms and to increase the store of knowledge and creativity available to them. The job of the CUNY Bylaws is to empower and facilitate that work; these revisions threaten to diminish it.

Best,  
  
Lisa Anderson  
Sandra Clarkson  
*Co-Chairs of the Council of Chairs of the School of Arts and Sciences*

Jen Gaboury  
*Chair of the Hunter College Chapter of PSC-CUNY*  
*Incoming Vice President of PSC-CUNY*

Tim Cusack  
*Adjunct Liaison for the Hunter PSC-CUNY Chapter*

Peter Dudek  
*President of the Faculty Delegate Assembly*

Sarah E. Chinn  
*Chair of the Hunter College Senate*

Bylaws—Proposed Revisions as of 8.27.24  
Comparison of Current Bylaw 9.3 Duties of the Department Chairperson with Proposed Changes

| Original BoT Resolution   | CUNY First Proposed Revision   | UFS   | CUNY Second Proposed Revision as of 8/30/24   |
|---|--|---|---|
| a. The department chairperson shall be the executive officer of his/her department and shall carry out the department's policies, as well as those of the faculty and the board which are related to it. He/she shall | The department chairperson shall be the executive officer of their department and shall carry out the department's policies, as well as those of the faculty and the board which are related to it. They shall foster excellence in teaching, research and service and ensure the mentorship and inclusion of faculty of faculty in the work on the academic department. They shall report to the school's academic dean or provost when a dean has not been designated. | The department chairperson shall be the executive officer of their department and shall carry out the department's policies, as well as those of the faculty and the board which are related to it. They shall: | The department chairperson shall be the executive officer of their department and shall carry out the department's policies, as well as those of the faculty, college, university, and the board which are related to it. They shall: |
| 1. Be responsible for departmental records  | Be responsible for departmental records including faculty files if in possession of the department, and all departmental curricula or changes to existing curricula, and any program specific, departmental or professional accreditation documents in accord with college, university, board, and New York State policies.  | Be responsible for departmental records in accord with collective bargaining, University, Board, and New York State policies.   | Be responsible for departmental records   |

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| 2. Assign courses to and arrange programs of instructional staff members of the department.   | <p>[2. Work with the school's dean, or where no dean is present, the provost, to develop a schedule each semester that is based on student need and demand and college or system guidelines.]</p> <p>[3.] Assign courses scheduled each semester to instructional staff members of the department based on student need and demand, college or system guidelines, disciplinary expertise, faculty equity, and regular course rotation according to degree maps.</p> | Develop and finalize the department's course offerings and the teaching assignments of instructional staff members of the department after consultation with the department faculty, and taking into account the academic needs of students and pertinent institutional information provided by the President of designee.                                  | Each semester, develop a schedule of the department's course offerings and teaching assignments of instructional staff members of the department, after consultation with the department faculty, that is based on student needs and consistent with college and university policies and guidance.  |
| 3. Initiate policy and action concerning the recruitment of faculty and other departmental affairs subject to the powers delegated by these bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments. | <p>Coordinate the recruitment of faculty for the department in compliance with University and college hiring practices.</p> <p>Ensure appropriate procedures for all departmental committees in the matter of promotions and tenure.</p>  | Initiate policy and action concerning departmental affairs subject to the powers delegated by the Bylaws to the instructional staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments; and initiate planning and action concerning the recruitment of faculty. | Initiate policy and action concerning departmental affairs subject to the powers delegated by these bylaws to the staff of the department in regard to education policy, and to the appropriate departmental committees in the matter of promotions and appointments; and initiate planning and action concerning the recruitment of faculty. |
| 4. Represent the department before the faculty council or faculty   | Represent the department before the college's   | Represent the department before the faculty council or  | Represent the department before the faculty council or  |



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| senate, the faculty, and the board.  | administration, faculty council or faculty senate, and the board.  | faculty senate, the faculty, and the board.  | faculty senate, the faculty, and the board.  |
| 5. Preside at meetings of the department.  | Preside at meetings of the department.   | Preside at meetings of the department.   | Preside at meetings of the department.   |
| 6. Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which he/she chairs.                    | Be responsible for the department's committee on appointments or the department's committee on personnel and budget which they chair.            | Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which they chair.  | Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which they chair.  |
| 7. Prepare the tentative departmental budget, subject to the approval by the department's committee on appointments or the department's committee on personnel and budget. | Where practiced, prepare the tentative departmental budget request, subject to the department's committee on personnel and budget and submit it. | Where practiced, prepare the tentative departmental budget request, subject to the approval by the department's committee on appointments or the department's committee on personnel and budget, and submit it. [with their own recommendations to the president or their designee.] | Where practiced, prepare the tentative departmental budget, subject to the approval by the department's committee on appointments or the department's committee on personnel and budget, and submit it to the president or their designee. |
| 8. Transmit the tentative departmental budget with his/her own recommendations to the president or the dean or   | Transmit the tentative departmental budget with their own recommendations to the president, dean, or provost as assigned.                        | Integrated into 7 above  | Integrated into 7 above  |

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| provost as the president may designate  |   |  |  |
| 9. Arrange for careful observation and guidance of the department's instructional staff members   | Schedule members of a panel of faculty observers to conduct teaching observations of adjunct and all full-time faculty and hold and memorialize a post observation conference or schedule it with a member of the department's Personnel and Budget Committee.  | Arrange for careful observation and guidance of the department's instructional staff members in accordance with contractually agreed to practices.   | Arrange for careful observation and guidance of the department's instructional staff members in accordance with college and university policies and guidance.  |
| 10. Make a full report to the president and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies | Make a full report to the president, provost or dean or their designee and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies<br><br>a. Teaching qualifications and classroom work | Make a full report to the president and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies<br><br>a. Teaching qualifications and classroom work | Make a full report to the president or their designee and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies<br><br>a. Teaching qualifications and classroom work |

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| <p>a. Teaching qualifications and classroom work</p> <p>b. Relationship of the appointee with his/her students and colleagues</p> <p>c. Appointee's professional and creative work</p> | <p>b. Relationship of the appointee with his/her students and colleagues</p> <p>c. Appointee's professional and creative work</p> <p>d. Service</p>   | <p>b. Relationship of the appointee with his/her students and colleagues</p> <p>c. Appointee's professional and creative work</p>  | <p>b. Relationship of the appointee with his/her students and colleagues</p> <p>c. Appointee's professional and creative work</p> <p>d. Service</p>   |
| <p>11. Hold an annual evaluation conference with every member of the department after observation and prepare a memorandum thereof</p>   | <p>Hold or schedule with a member of the Personnel and budget Committee an annual evaluation conference with every member of the department other than full professors after observation and provide a memorandum thereof providing substantive feedback.</p>                                       | <p>Supervise any necessary annual evaluation of teaching faculty in accordance with contractually agreed to practices and University policy.</p>   | <p>Administer and participate as necessary in an annual evaluation conference of teaching faculty and prepare a memorandum thereof in accordance with college and university policies and guidance.</p>   |
| <p>12 Generally supervise and administer the department</p>  | <p>Generally supervise and administer the department and its resources, including coordinating faculty office hours, faculty academic advisement of students, and the supervision of staff.</p> <p>Report annually to the Dean and where there is no dean, the provost, on the chair's work and</p> | <p>Generally supervise and administer the department and its resources.</p> <p>Where practiced, submit a report annually on the work of the department and the department's plans and needs for the upcoming academic year to the President or their designee.</p> | <p>Generally supervise and administer the department and its resources and, where practiced, submit a report annually on the work of the department and the department's plans and needs for the upcoming academic year to the President or their designee.</p> |

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|  | <p>the work of the department. Where practiced, submit a report annually on the work of the department and the department's plans and needs for the coming academic year to the President or their designee.</p>  |   |   |
| <p>b. Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of his/her college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of "chief librarian."</p> | <p>Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of his/her college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of "chief librarian."</p> | <p>Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of his/her college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of "chief librarian."</p> | <p>Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of their college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of "chief librarian."</p> |

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|---|---|--|---|
| <p>c. Where student personnel services are constituted an instructional department of the college, the dean of students shall be the department chairperson</p> | <p>Where student personnel services are constituted as an instructional department of the college, the dean of students shall be the department chairperson</p>   | <p>Where student personnel services are constituted as an instructional department of the college, the dean of students shall be the department chairperson</p>  | <p>Where student personnel services are constituted as an instructional department of the college, the dean of students shall be the department chairperson</p>   |
| <p>There is no d. currently.</p>  | <p>d. Where the size of a college makes it function as a single department (e.g. The College of Law), the chief academic officer will be responsible for the functions of a department chairperson.</p> | <p>"We have concerns. By the current CUNY Bylaw definitions of "college" and "President" in Article XVII, the head of such units, such as the School of Law, fall under the definition of "president" and so also Article XI, 11.4 The President, with the duties listed there. But if the new proposed 11. 5 Provost is maintained, it seems that the chief Academic Officer is someone else who is reporting directly to the President. So it is unclear if (d) is requiring that such colleges must have both a Dean/President and a Chief Academic Officer/Provost. (This is another apparent inconsistency of the proposed 11.5 with unrevised sections of the Bylaws, in addition to others we have found.)"</p> | <p>Where the size of a school makes it function as a single department (e.g. The School of Law), the president or dean shall designate a member of the school to conduct the functions of a department chairperson.</p> |

## Comparison of original and revised proposals of Provost and Dean

### FOR PROVOST

#### ORIGINAL PROPOSAL: **Provost Responsibilities**

The Provost reports directly to the President. As the Chief Academic Officer, the Provost is responsible, subject to the President, for the creation and implementation of the academic priorities of the college and the quality and ongoing assessments of its educational programs. The Provost, as the Chief Academic Officer, is also responsible, subject to the President, for the allocation of academic resources, final approval of course schedules for the college each semester, faculty personnel matters, and the recruitment, retention, and mentoring of faculty.

#### REVISED PROPOSAL: SECTION 11.5 DUTIES OF THE PROVOST

##### A. Position Definition:

The provost is the chief academic officer who reports directly to the president and is subject to their authority and discretion. The provost is generally responsible for

- a. the implementation of the academic priorities of the college
- b. the quality and ongoing assessments of its educational programs
- c. the allocation of academic resources
- d. oversight of faculty personnel matters and the recruitment, retention and mentoring of the faculty
- e. final approval of course schedules for the college each semester to ensure that the schedules meet the needs of students across the college and are consistent with college and university policies and guidance

### FOR DEAN

#### ORIGINAL PROPOSAL: **The Dean of a school within a college shall:**

- a. Be granted the responsibility and authority, subject to the President, and reporting to the Provost, to function as the school's chief academic officer
- b. Oversee the school's academic departments and personnel, the recruitment and evaluation of faculty, and the delivery of curriculum through student-centered scheduling
- c. Approve the course schedule for all departments within their school, and
- d. Oversee the fiscal and administrative affairs of their school.

#### REVISED PROPOSAL: Section 11.6 DUTIES OF ACADEMIC DEANS

##### A. Position Definition:

The academic dean of a school within a college is the school's chief academic officer who is subject to the authority and discretion of the president and reports directly to the provost. The academic dean of a school is generally responsible for

- a. Oversight of the school's academic departments and personnel to ensure compliance with college and university policies and guidance
- b. Oversight of the fiscal and administrative affairs of the school, and
- c. Review of course schedules developed each semester to ensure the schedules meet the needs of students across all departments within the school and comply with college and university policies and guidance.

## APPENDIX VI

### Resolution Calling to Rescind Restrictive “Policy on Posting Flyers” and Withdraw Threat to Suspend the Hunter Internationalist Club

**Whereas** freedom of expression is crucial to the life of the university, to student learning, and to hard-won rights of all who work and study at Hunter College.

**And whereas** alarming restrictions to that freedom are embodied in the “Policy on Posting Flyers” published on August 28 in the “Students/Campus Life” section of the Hunter College website, which states, among other things:

- “Students planning to post a flyer (print or electronic) need to follow the policies of the campus where the flyers are proposed to be posted:
  - “For students at Hunter College’s 68<sup>th</sup> Street Campus, flyers need to be submitted to the Office of Student Affairs through student clubs registered with the Office of Student Activities.”
  - For students at the Brookdale and Silberman campuses, “flyers need to be submitted to the Office of the Dean.”
- “Flyers must be limited to College-related activities or events.”

**And whereas** this constitutes a policy of censorship, notably of materials presenting political, social or cultural information and/or advocacy, despite the fact that a wide variety of such materials have traditionally been posted on the bulletin boards at Hunter College, and this has been the case for many decades.

**And whereas** the antecedent to the publication of this policy, at the beginning of the current (Fall 2024) semester, is that on May 29 the Office of Student Activities (OSA) sent an email threatening to suspend the Hunter Internationalist Club for a year because it had “come to [the OSA’s] attention that there are Internationalist Club flyers [titled] ‘At Hunter, CUNY and Other Campuses: Drop the Charges and Disciplinary Measures Now!’ posted around campus.” The May 29 OSA email stated that “you must refrain from posting these flyers on campus,” and: “Failure to comply with this directive may result in the suspension of the Internationalist Club for the 2024-25 academic year.”<sup>1</sup>

**And whereas**, in a June 3 letter to the administration, the Executive Committee of the Hunter College Chapter of the Professional Staff Congress decried the threat to suspend the Internationalist Club as “a serious blow to student freedom of expression” that “would establish a precedent detrimental to all members of the Hunter community.”

**And whereas**, the Internationalist Club (one of the most active and longstanding student groups at Hunter) has stated that the new censorship policy *and* the fact that a club has been threatened with suspension because of the posting of flyers expressing its opinion represent a danger to the rights of **ALL** students and student organizations, and thus of faculty and staff as well, and that “An injury to one is an injury to all.”

**Therefore be it resolved** that the Hunter College Senate calls for the immediate rescinding of the “Policy on Posting Flyers” for reasons stated above.

**And be it further resolved** that the Hunter College Senate calls for the administration to immediately withdraw its threat to suspend the Internationalist Club.

*Labor donated  
September 8, 2024*

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<sup>1</sup> Notes: 1) The flyer cited by the May 29 OSA email was expressing an opinion regarding Hunter administration policy. Specifically, it expressed the Internationalist Club’s advocacy against the administration pursuing sanctions on fellow students with regard to a small protest that had occurred on campus on May 3. 2) The OSA email asserted that the posting of said flyer “is in violation of our flyering policies” and that “Flyering is only permitted for approved club events.” However, this alleged rule was in fact not in the version of the flyering policy that was on the Hunter website then (which was first posted early in the Spring 2024 semester); it appears to have been added for the first time on August 28.