

MINUTES

Meeting of the Hunter College Senate

24 February 2016

- 1 The 581th meeting of the Hunter College Senate was convened at 3:39 PM in HW room 714.
2
- 3 **Presiding:** Sandra Clarkson, 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 **Meeting Minutes:** Meeting Minutes of December 9th were approved as distributed.
11
- 12
- 13 **Report by the** Professor Clarkson reported that there would be no report from the President this week as she is
14 **Administrative** currently traveling. She introduced Robert Pignatello the Acting Vice President for Administration
15 **Committee:** who joined the Hunter Community three weeks ago.
16
- 17 Acting Vice President Pignatello said the following:
18 "I just wanted to say how delighted I am to join the leadership team here at Hunter College. I have
19 been very busy learning about the college, talking with my staff, and visiting units located
20 elsewhere. I have been so impressed with the quality of the faculty, students, and staff here. Before
21 I continue, I wanted to tell everyone a little bit more about me. I have been a part of CUNY for
22 twenty-two years. All of my time was at John Jay College as the Vice President for
23 Administration. My portfolio there is similar to what I have now. The only new unit I have is
24 Continuing Education, which I look forward to working with. I will be advocating with Central
25 Administration to make sure Hunter gets more than its fair share with resources. My job really is
26 to be a sound steward in getting resources and assets for faculty, students, and staff. I did a lot at
27 John Jay with engagement with faculty, students, and staff and will continue to do so here at
28 Hunter.
29
- 30 In terms of finances, we are living in tough times at CUNY with the state of our budget and the
31 continued reliance on tuition to keep afloat. I am concerned about this and what this coming year
32 is going to look like. I am going to be talking with the President and others about this, as the State
33 and City are currently at odds on the funding for CUNY for the coming year. I look forward to
34 being a member of this body as I have served on the College Council at John Jay and I look
35 forward to doing great things with you all here at Hunter."
36
- 37 **a) Approved Curriculum Changes**
38 The following curriculum changes as listed in the attached Report dated 24 February 2016 have
39 been approved as per Senate resolution and are submitted for the Senate's information. Items:
40 US-2042 School of Social Work (New courses), US-2039 Women & Gender Studies (New
41 Courses; Add to P&D/C and D, and InS), US-2040 Women & Gender Studies (Change in course;
42 Add to P&D/C), US-2041 German (New Courses; Add to P&D/C), US-2043 Economics (Change
43 in course), US-2045 Economics (Change in degree program), US-2044 Asian American Studies
44 (New course; Add to P&D/B, "W", and HCR/CrE), US-2046 Classical & Oriental
45 Studies/Japanese (New Course), US-2051 Classical & Oriental Studies/Japanese (New Minor),
46 US-2052 Classical & Oriental Studies/Japanese (New Minor), US-2047 Classical & Oriental
47 Studies/Classics (Change in courses), US-2048 Classical & Oriental Studies/Classics (New
48 courses), US-2049 Dance (Change in courses), US-2050 Dance (New course), and UR-2054
49 Biology (Change in courses).
50
51

56 b) **Update Regarding Action Impacting Hunter's School of Urban Public Health**

57 Professor Clarkson said the following:

58 "You have a news bulleting and this was sent out in advance. At the last senate meeting was
59 passed a resolution against the procedures used by CUNY to take away our Public Health
60 Programs and Degrees. Right after the meeting I sent copies of the resolution to the Chancellor,
61 Provost, and Board of Trustees members. I did not heard back from any of them but did get a
62 response from the lawyer. The communication between him and I have been provided for you in
63 the bulletin. The last email I sent out was to the New York State Board of Regents and
64 Commissioner of Education. I have not herd back from them either. One good thing that has
65 happened was that we have been told that we will get back our Nutrition MS degree, but since
66 they have already done away with our courses and degrees, we have to wait for them to be
67 reinstated. Students who are scheduled to graduate this spring with MPH degrees will be Hunter
68 graduates.
69

70 **Report by the**
71 **Vice President of**
72 **Student Affairs:**

70 **Report Regarding the Behavioral Response Team (BRT)**

71 Members of the Behavioral Response Team gave a PowerPoint presentation on their activities and
72 objectives, and took questions from the body.
73

74
75 The presentation is in Appendix II.
76

77 **Committee**
78 **Reports:**

77 **Report by the Committee on Academic Freedom:**

78 Professor Sarah Chinn, Chair of the Committee, reported on a change to the charge of the
79 Committee Academic Freedom:
80

81 "The committee is bringing two pieces of business to the body today. The first is a revision of our
82 charge, which I hope will be fairly uncontroversial. This is located in the packet that was handed
83 out at the door. As you can see in the procedures we are creating a subcommittee that will review
84 complaints. The members would be chosen by the chair of the committee."
85

86 It was moved and seconded that a typo be fixed to include *a* after and in the resolution. This was
87 accepted with consent from the body.
88

89 From:

90 In order to secure and a ensure protected environment for individuals who wish to bring cases of
91 abridgement of academic freedom before the committee, such charges will be examined by a sub-
92 committee of two members chosen by the complainant or, if requested, by the committee chair.
93

94 To:

95 In order to secure and ensure a protected environment for individuals who wish to bring cases of
96 abridgement of academic freedom before the committee, such charges will be examined by a sub-
97 committee of two members chosen by the committee chair in consultation with the complainant
98 and the rest of the committee.
99

100 Acting Provost Kaufman moved that the following sentence be added at the end of the paragraph:
101

102 In order to secure and a ensure protected environment for individuals who wish to bring cases of
103 abridgement of academic freedom before the committee, such charges will be examined by a sub-
104 committee of two members chosen by the committee chair in consultation with the complainant
105 and the rest of the committee. ***In addition, the committee chair shall be recused from serving on***
106 ***the subcommittee.***
107

108 The question was called and carried on the amendment.
109
110

115 Voting by clickers produced the following 54 for, 3 opposed, and 4 abstentions. The amendment
116 carried.

117
118 The question was called and carried. Motion to approve the change as modified produced the
119 following results: 59 for, 1 opposed, and 1 abstention. The change, as modified, carried.

120
121 Professor Chinn presented the second piece of business, a resolution:

122
123 **Revised Mission Statement for the Hunter College**
124 **Standing Committee on Academic Freedom**
125 **For committee discussion November 17, 2015**

126
127 Academic freedom extends to all curricular units at Hunter College. At its core, this
128 freedom protects faculty, other instructional staff, and students to engage in open inquiry
129 and expression both inside and outside the College without undue influence, or fear of
130 adverse action. For faculty both individually and in the context of shared governance, it
131 comprises the freedom, based on expertise in the field, to design and implement
132 curriculum and evaluate colleagues within the structures elaborated by the CUNY
133 Bylaws and the Hunter College Senate. For instructors, both part-time and full-time, it
134 consists in teaching, evaluation of students, research, creative activity, and publication
135 within their areas of expertise, as well as the freedom to speak extramurally. Academic
136 freedom is of paramount importance in the realms of reappointment, tenure, and
137 promotion. For students, academic freedom consists in the ability to be free within the
138 classroom, laboratory, and other College spaces, to express the widest range of
139 viewpoints in accord with the standards of scholarly inquiry.

140
141 The charge of the Hunter College Senate Standing Committee on Academic Freedom
142 includes:

- 143 • To monitor, examine, and report annually to the Senate on the status of academic
144 freedom at the College;
- 145 • To make appropriate recommendations regarding academic freedom policies and
146 practices to the college's governance bodies and, as appropriate, through those
147 bodies to the University Faculty Senate;
- 148 • To investigate possible violations of academic freedom.

149
150 Structurally, investigations into academic freedom complaints neither replace nor serve
151 as an alternative to pre-existing grievance or appeals procedures, including but not
152 limited to the functions of Ombuds officer, departmental appeals, collective bargaining,
153 and complaints handled by the Dean of Diversity and Compliance.

154
155 Concerns from the Provost and General Counsel about the mission statement conflicting with the
156 Charter were raised. The revised statement says academic freedom extends to faculty, staff, and
157 students whereas the charter says academic freedom extend to ALL members of the Hunter
158 College Community.

159
160 A motion to call to question was made and seconded.

161
162 A point of order was made and the Parliamentarian was asked on whether this change violates the
163 Charter. After a lengthy debate and discussion on this matter Chair Clarkson ruled that the
164 Committee on Academic Freedom Mission Statement be returned to committee to be revised as
165 not to conflict with current language in the Charter.

171 **Committee on Charter Review:**

172 Professor Thomas DeGloma, Chair of the Committee, said the following:

173
174 "I am reporting today on behalf of the committee. I would like to thank all committee members for
175 their work over the course of the year. Some may remember from last year that the process to
176 revise the Charter is quite tedious, and certain steps have to be followed to amend it. There are
177 many areas that are currently outdated regarding language and procedures and policies of the
178 college.

179
180 I am here in an early effort to give you an idea of what is ahead for the rest of the semester. The
181 schedule ahead is that on March 9th, we will share all of the materials that we will bring you on
182 March 30th when we will present the First Reading of Proposed Changes. The purpose of this is to
183 get you the revisions ahead of time where you can review and reach out to me or the Committee
184 on the proposed changes, and any problems can be addressed ahead of the March 30th reading. On
185 May 4th, the Second Reading of Proposed Amendments will take place. The new Senate on May
186 18th will vote on the Third Reading and changes.

187
188 I would like to discuss our approach to this for the year. The committee decided to prioritize the
189 changes that we would like to make this academic year, and not all will be able to be done this
190 year. We chose four items that we will bring to you in resolution form to have a debate and
191 discussion on changes before we go ahead with the amendment process. The first change involves
192 percentages for representation for full-time faculty. Full-time lecturers are currently in the 13
193 percent category that is slated for part time representation, and we would like to move full-time
194 lecturers to the 44 percent category where other full time faculty are represented. The next
195 resolution will make it possible for distinguished lecturers and clinical professors to hold spots
196 under the 13 percent reserved for part-time faculty. The third resolution is on graduate student
197 representation. We are concerned with increasing participation of students on the Senate. I have
198 been in touch with members of both the undergraduate and graduate student associations. The
199 graduate student representatives have expressed interest in being able to choose their
200 representatives on this body. They were unaware that they could come to this body and express
201 concerns that they are currently facing. This resolution will allow them to have a say on who
202 represents them but include provisions that if they fail to do so, the Senate can appoint students
203 according to procedures we currently have. Hopefully, this works, and we can extend this to the
204 undergraduate student government. The fourth change is regarding the Ombudsman Officer, and it
205 will be evident to the reason when you see the materials on March 9th

206
207 Other issues that we do not take up this year will be comprised into a chairs report that I will
208 present to the body at the end of the year, and a future iteration of the committee can take up.

209
210 The other document we will present includes various routine changes that have been made by this
211 body or the CUNY Board of Trustees on language that needs to be updated. For example, we have
212 created and replaced department and programs, and this needs to be addressed. We will call this
213 document a housekeeping item."

214
215 **Old Business:**

216 Professor Bernadette McCauley spoke on the FDA's last meeting which was on the COACHE
217 Survey. Two guest speakers from John Jay College came to speak on how they used the survey to
218 make changes at their institution and presented some best practices. The FDA assembled a small
219 task force that will come up with two or three areas based on the survey. If anyone would like to
220 join please contact her or another member of the FDA.

221 **New Business:**

222 Professor Bernadette McCauley reported on the FDA's concern with the faculty hiring practices at
223 the college. A fact finding committee was assembled and they have issued a report that has been
224 given to the Senate to be read into the minutes and it can also be viewed from the FDA website. At
225 the next meeting the FDA is bringing a resolution asking the Senate to take action on this. The
226 report is in Appendix III.

227 **Minutes**
228 **Meeting of the Hunter College Senate**
229 **24 February 2016**
230

231 Professor Elke Nicolai asked who the Hunter College representatives are on the CUNY Faculty
232 Advisory Board. Acting Provost Kaufman responded that one administrator and one faculty
233 member have been appointed. Philip Alcabes is the Administrative Representative and Gary
234 Mallon from the School of Social Work is the Faculty Representative.
235

236 Due to the late hour it was moved that the meeting be adjourned. The motion carried and the meeting
237 adjourned at 5:20PM.
238

239
240
241 Respectfully submitted,
242

243
244 Thomas DeGloma
245 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Denis Milagros	(A) X		Verna Segarra	A
	Edgardo Melendez	(A) X		Pat Burke	(A) A
Anthropology	Jackie Brown	A	Medial Laboratory Sciences	Rob Thompson	(A) A
	Mike Steiper	(A) X		Hongxing Li	A
		(A)		Robert Raffaniello	(A) X
Art & Art History	Harper Montgomery	X	Music	Dean Johnston	(A) X
	Carrie Moyer	X		Jewel Thompson	X
	Daniel Bozhkov	(A) X		Maura Donahue	(A) X
Biological Sciences	Nebahat Avcioglu	(A) X	School of Nursing	Michele Cabrini	(A) A
	Derrick Brazill	A		David Keepnews	A
	Shirley Raps	X		Christine Anne Ganzer	A
	Paul Feinstein	(A) A		Abigail Kotowski	(A) A
Chemistry	Maria Pereira	(A) X	Philosophy	Lynda Olender	(A) X
	Akira Kawamura	A		Justin Garson	A
	Gabriela Smeureanu	(A) A		Omar Dahbour	(A) X
Classical & Oriental Studies	Joanne Spurza	A	Physics & Astronomy	Laura Keating	(A) A
	Larry Kowerski	(A) E		Marilyn Rothschild	A
		(A)		Ying Chen	(A) X
Computer Science	Lei Xie	X	Political Science	Kelle Cruz	(A) A
	Felisa Vasquez-Abad	(A) A		Rachel Schutte	A
		(A)		Jill Schwedler	(A) A
Curriculum & Teaching	Jody Polleck	X	Psychology		(A)
	Jason Wirtz	A		Roseanne Flores	A
	Stephen Demeo	(A) A		Joseph Lao	A
	Ben Shuldiner	(A) X		Peter Serrano	(A) X
Economics	Timothy Goodspeed	X	Physical Therapy	Peter Moller	(A) A
				Herb Karpatkin	X
	Avi Liveson	(A) X		Tom Holland	(A) X
Educational Foundations & Cour	John Li	(A) X	Romance Languages		(A)
	Veronica Muller	A		Julie Van Peteghem	A
	Alexander Fietzer	(A) X		Rolando Perez	(A) X
	John Keegan	(A) X		Monica Schinaider	(A) X
English	Leigh Jones	X	School of Social Work	Terry Mizrahi	A
	Sarah Chinn	A			
	Steven Wetta	(A) A		Samuel Aymer	(A) X
	John Keegan	(A) X			(A)
Film & Media Studies	Bill Herman	X	Sociology	Mark Halling	A
	Ricardo Miranda	X		Mike Benediktsson	(A) X
	Joseph McElhane	(A) A			(A)
Geography	Larry Shore	(A) X	Special Education	Elizabeth Klein	A
	Haydee Salmun	X		Jennifer Klein	(A) X
	Jochen Albrecht	(A) X		Kristen Hodnett	(A) A
German	Carsten Kessler	(A) A	Speech-Language Pathology and Audiolo	Susan Wortsman	A
	Elke Nicolai	A		Donald Vogel	(A) A
	Eckhard Kuhn-Osius	(A) E			0 (A)
History		(A)	Theatre	Jonathan Kalb	A
	Rick Belsky	A		Louisa Thompson	(A) X
	Manu Bhagavan	(A) X			(A)
Library	Eldor Mehilli	A	Urban Affairs	Jill Simone Gross	A
	Mee' Len Hom	A			(A)
	Sarah Ward	X			(A)
	Adina Mulliken	(A) A		School of Urban Public Health	Franklin Mirer
Women & Gender Studies	Danise Hoover	(A) A	Women & Gender Studies		(A)
				Jennifer Gaboury	A
				Rupal Oza	E
			Catherine Raissiguier	(A) X	

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Students

Denise Bolognino	X
Maria Pia Sifuentes	A
Abdul Rad	A
Stephanie Barragan	A
Albiona Aga	A
Christine Hirt	A
Stephen Acaza	A
Jonathan Ayala	X
Jonah Garnick	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) A
Mathematics & Statistics	Bill Williams	E
Sociology	Thomas DeGloma	A
Library	Jocelyn Berger-Barrera	A
English	Jeff Allred	X
THHP	Sarah Jeninsky	A
Mathematics & Statistics	Barbara Barone	E
Classical & Oriental Studies	Elizabeth Beaujour	X
Music	Brad Stoller	X
Urban Affairs & Planning	Elaine Walsh	A
Urban Affairs & Planning	Laxmi Ramasubramanian	A
History	Bernadette McCauley	A
SEEK	Sunday Coward	X

Ex-Officio

President, USG	Chika Onyejiukwa	X
Vice President, Graduate Student Association	Kelly Homenick	X
President Alumni Association	Patricia Rudden	A
President, HEO Forum	Dana Reimer	X
President, CLT Council	Amy Jeu	A

ADMINISTRATION

Senators:


HEO/CLA Representative	Marylin Daley-Weston	A
Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Robert Pignatello	A
Provost, Acting	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education, Acting	Jennifer Tuten	X
Special Counsel to the President & Dean	Laura Hertzog	A
School of Nursing	Dean Gail McCain	A

TEMPORARY REALLOCATION OF SEATS (clickers)

Department/Program:

Asian American Studies Program		
Religion	David Cereguas	X
Religion	Barbara Sproul	E
Sheana Budhoo	A	
Stephany Garces	X	
Joy Nuga	A	
Sara Shanaj	X	
Sadal Ayaz	X	
Nayen Yisrael	X	


APPENDIX II



The Hunter College
Behavioral Response Team

A Comprehensive, College-Wide
Behavioral Intervention Model


www.hunter.cuny.edu/brt



The Behavioral Response Team (BRT)

BRT's core functions:

- Evaluation
- Early Intervention
- Prevention



HUNTER BRT
BEHAVIORAL RESPONSE TEAM
HUNTER BRT
BEHAVIORAL RESPONSE TEAM

Collaborative Operation of the BRT:

- Communication
- Coordination
- Intervention
- Follow-up



Reasons for a BRT Referral

- Disruptive or threatening behavior that impacts the mission and / or standard proceedings of the College, the faculty, staff, or students
- Self-injurious behavior
- Suicidal ideation
- Other troubling behavior

What Does the BRT Do?

- Maintains a productive learning/working environment
- Identifies (early) those students in need of assistance
- Prevents a behavioral concern from rising to the level of a threat or crisis
- Assesses and addresses distressed, disruptive, disturbed, dysregulated behavior
- Promotes a culture of mutual support and collaboration
- Supports and provide resources to students who evidence emotional/behavioral disturbance
- Centralizes Information/Track “red flags”
- Eliminates fragmented intervention

Be Aware!

In the event of an **emergency** please notify
Public Safety immediately.

212-772-4444

The **BRT** should **not** be used as
the **first-line** contact in an emergency.

BRT Members

- **BRT Chair:** Eija Ayravainen, *VP for Student Affairs and Dean of Students*
- **Members:** Madlyn Stokely, *Assistant VP, Student Affairs, BRT Meeting*

- Leslie Ader, *Director, Counseling & Wellness Services*
- Sharmeen Ahmed, *Associate Director, Student Conduct*
- Colleen Barry, *Director, Student Conduct*
- Sandi Clarkson, *Representative of the Senate*
- Joseph Foelsch, *Director, Public Safety*
- Taahira Maynard, *Student Affairs Manager*
- Luis E. Roldan, *Director, Residence Life*

Additional Ad Hoc Members include representatives from the following departments /offices:

- Academic Departments
- Legal Affairs
- Diversity and Compliance
- AccessABILITY

The Behavioral Response Team

212.772.4878

www.hunter.cuny.edu/brt

APPENDIX III
Report of the Faculty Delegate Assembly Committee
on Hiring Practice

BACKGROUND

This committee was organized in the spring of 2015 by FDA president Bernadette McCauley acting on behalf of the FDA Executive Committee after discussion at FDA general meetings revealed faculty concerns about the circumstances surrounding several recent hires, specifically the lessening of departmental autonomy in the hiring process. Committee members included John Wallach (Political Science) as chair, Stephen DeMeo (Education) Catherine Raisiguiet (Women and Gender), Louise Sherby (Library), Trudy Smoke (English) and Bernadette McCauley as ex-officio. When Professor Wallach went on leave in the fall of 2015, Bernadette McCauley took over as committee chair.

PROCESS

The committee assigned each member a group of chairs to contact individually and discuss the successes and failures in recent searches in the Schools of Arts and Science and Education; the process of the hire; interaction with the administration throughout the process. Of the 33 contacted, 15 chairs participated in the survey. Several chairs said they were not comfortable responding because of how their participation might be interpreted by the administration.

Some chairs responded in writing and others preferred to meet in person.

The committee also issued a general call to faculty to contact the committee or FDA with concerns about hiring and several faculty members did so with the promise of confidentiality.

FINDINGS

Interviews with the chairs revealed that while many chairs felt that their searches had the support of the administration for the hire, they emphasized the inefficiency of the administrative involvement during the process, and elaborated on the unnecessary problems/issues that the cumbersome process creates. Most noted CUNY First has complicated the process but also identified in-house problems and their frustration in attempting to work through them. Other comments addressed specific departmental irregularities and concerns about inappropriate administrative pressure.

These included:

- 1) The protracted schedule of approvals and allotment of funding were two items most often noted as problematic. Chairs reported numerous hold-ups along the line as they awaited authorization to hire and approvals for ads and emphasized that the general paper work required was very slowly processed and the information was not easily available at any step within the process. As a result, searches began at a disadvantage vis-à-vis hiring at other schools, and did not allow for interviewing at scheduled professional conferences. "Always confusing when searches will actually happen" "Takes so long to get approvals from different levels: Human Resources, Affirmative

Action, budget” “When ask what is going on, no one knows” “Inefficiency at almost all levels”

- 1) Insufficient funding and the lag in allocation of funding were cited as issues which kept departments from bringing in candidates and creating a timely schedule. In one case a chair paid for ads so as to get them in on time. “Not enough money to bring in outside NYC area” “We do not attempt to recruit from outside New York City”
- 2) Many chairs expressed concern over the lack of transparency in the allocation of lines and several felt their deans were not involved in the process. “Don’t ever find out why departments get lines all over campus--- why is this secret?” “Retirements and resignations and no authority to replace” Most lines were replacements for retirements but not all retirement were replaced. New lines noted as difficult: “New lines are another story” Several lines were combined and some replaced as visiting lines. One chair reported a “target of opportunity” line.
- 3) Most searches were successful; several were not because candidates took another offer. Some chairs felt that good candidates were lost in the overall process because of the slowness of the hiring process. In one instance the administration went to a candidate with a lower offer after an offer had been made which, although resolved, was awkward. “Because of process here, difficult to follow up in a timely manner s lost some excellent candidates.” “Hard to compete with NYU and Columbia” “Great delays which in turn created a situation where candidates would accept other offers”
- 4) Several chairs reported serious complaints about administrative involvement and influence beyond the allocation of the line: a dean re--- writing a departmental ad for a job description, another dean rejecting a department’s first choice for a position, administrative pressure on the direction of new hires with regard to field. “The Dean at the time heavily interfered with the process” “The Dean did not want the top ranked candidate and selected another candidate”

Faculty who individually contacted the FDA raised general issues and specific incidents in their own and other departments that they found to be serious violations of procedure. These issues included: (The comments are paraphrased.)

- 1) Faculty hires with waiver of CUNY search requirements. No one talks about them openly but we know they happen.
- 2) Instructors hired to teach specific courses teach courses at Roosevelt House and other honors programs. Who chooses these instructors and Directors? What academic status are they to have and who makes that decision? What role should departments have if they are hired with the title of Professor? Who designs and vets the courses they teach? Current procedures answer some but not all of these questions.
- 3) The role of departmental self---studies in identifying positions for new hires. How much weight do these evaluations play in a decision about a line?
- 4) Inappropriate administrative involvement. Ads rewritten without departmental permission, administrative disregard for the majority choice of a final candidate, inappropriate involvement in chair elections.
- 5) Spousal hires. Is there a college policy on this?

Respectfully submitted,

Bernadette McCauley February 17, 2016